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A SURVEY OF JUVENILE CANADIANS TO ESTABLISH
A RECOMMENDED LIST OF BOOKS FOR
JUNIOR HIGH SCHOOL STUDENTS

by

STEVEN JOHN SEMENCHUK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled A SURVEY OF JUVENILE CANADIANNA TO ESTABLISH A RECOMMENDED LIST OF BOOKS FOR JUNIOR HIGH SCHOOL STUDENTS, submitted by STEVEN JOHN SEMENCHUK in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was undertaken to review Juvenile Canadianna in order to establish a recommended list of Canadian scene books for junior high school students.

Books reviewed were obtained from publishers where possible, and the list was augmented by the addition of titles that appeared in Standard Catalogues and in the listings of various Canadian library associations.

An adult panel was chosen to review and evaluate the books according to criteria which were selected after a review of the principles underlying book selection.

A concurrent student survey of a random sample of books was conducted to compare adult and student ratings, and to validate the selective criteria used.

The study found that there was a close correlation between adult and student rating of books and that the evaluative criteria used were valid.

There were many good books written on the Canadian scene and those scoring highest on the basis of evaluative scores were recommended for inclusion in a basic set of juvenile Canadianna. The top two of the five categories of books were annotated.

Due to the small sample of students used to validate the criteria used, further studies to test book selection criteria using larger samplings should be considered. Classroom experimentation with sex-segregated groups in and with literature classics should be undertaken. Libraries should be surveyed to determine the availability of juvenile Canadianna to junior high school students.

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CHAPTER I

THE STUDY DEFINED

This study surveys and assesses currently-available young adolescent literature having a Canadian setting and suited to the reading needs and interests of Canadian junior high school students. A panel of judges evaluated 237 Canadian books to determine whether or not they met the reading needs and interests of boys and girls in Grades VII, VIII, and IX, contributed to an awareness and appreciation of the Canadian culture. An annotated list of recommended juvenile Canadian books was produced to serve as a guide to those whose responsibility it is to select and recommend leisure reading books for students in Canadian junior high schools.

I. NEED FOR THE STUDY

Although it is realized that whatever we Canadians accept from other lands becomes, in fact, a part of us, it is also maintained that there are certain unique elements in our culture that are particularly Canadian, elements that should not be buried under a mass of non-Canadian concepts.

Many Canadian educators and laymen are currently concerned about the influx into Canadian society of these non-Canadian concepts by way of the mass media (e.g., television, radio, movies, periodicals, and books); they realize the subtle cultural influences of the American mass media productions and of foreign-produced movies. In addition they note that the Canadian reader has but few Canadian periodicals available for his perusal in comparison with the large number of mass media publications which are distributed in Canada. In respect to

books, similar conditions exist.

The Canadian reader should never be more aware of the culture of other peoples than he is of his own. Even though his own culture is admittedly made up of an integration of the culture of many lands, we expect him to be cognizant with that which is uniquely Canadian.

The Junior High School Handbook¹ of the Department of Education, Alberta, recognizing the importance of the cultural heritage being defined and associated with our national character, states, among other aims, that the literature programme should have a cultural aim. One of the chief purposes of the Prose and Poetry for Canadians series of textbooks, used in the Alberta junior high schools literature program, is "to broaden the reading horizons of pupils by extending their interests into new fields ... and by introducing them to the literature of Canada".²

Do students have an understanding and appreciation of their cultural heritage? In 1960, Hawrelko³ surveyed the learnings of Literature 20 students in five inspectorates in north-eastern Alberta. He found that these Grade XI students had difficulty in identifying prominent Canadian authors.

He asked his group of respondents to underline the names of seven ranking Canadian writers of prose and poetry in a given list of

1. Junior High School Handbook. Department of Education, Province of Alberta, 1962, p. 4.

2. J. W. Chalmers and H. T. Coutts, Landmarks: A Guidebook for Prose and Poetry for Canadians, J. M. Dent & Sons (Canada) Ltd., Toronto, 1951, p. 4.

3. J. Hawrelko, Some Factors other than Intelligence and Achievements in Literature 20, unpublished results, unpublished Master's thesis, University of Alberta, 1963.

fifteen names. Over seventy per cent of the group identified but three Canadian authors out of seven. The following table gives the results of his survey on this particular item:

TABLE I
NUMBER AND PER CENT OF STUDENTS IDENTIFYING CANADIAN AUTHORS IN
HAWRELKO'S STUDY

No. of Canadian Writers	No. of Students Underlining Writers' Names	Per Cent of Students Identifying Writers
0	50	8+
1	67	11+
2	148	25+
3	173	28+
4	119	19+
5	34	5+
6	8	1+
7	0	0

Should the schools concern themselves with Canadian juvenile books? Unless the schools accept their responsibility for introducing students to the national literature, our Canadian children will grow to maturity ignorant of the folklore of their country, unaware of their cultural heritage and of the people who fostered it. No amount of practice of the scholarly techniques of literary research with British and American books can compensate for the school's failure to provide students with experiences to help them establish their identity with Canada through its literature.

Many junior high school students are sufficiently mature to benefit from the reading of books which give direct, though simple, accounts of the accomplishments of Canada's great men. Unfortunately, it would seem that boys and girls living on Brock Street, Frontenac Avenue and Champlain Drive are reading books about Ben Franklin,

George Washington, Abe Lincoln and Young Ike to the exclusion of books about Canadian great men.

Do teachers have book selection skill? Teachers responding to the Fisk⁴ study of junior high school leisure reading claimed that "they lacked knowledge of the books which they should be able to recommend for purchase". Among the recommendations advanced by this study was one calling for the establishment of criteria which teachers could use for book selection.⁵

In terms of the foregoing it would seem, therefore, that a study regarding Canadian writing for Canadian young adolescents, listing and annotating the best of Canadian juvenile fiction and non-fiction, and concerning itself with criteria for book selection was an appropriate undertaking.

II. DEFINITIONS AND LIMITATIONS OF THE STUDY

For the purposes of the study, the investigator was concerned only with those books, both fiction and non-fiction, that were written at the reading level of the junior high school student, and that had a Canadian setting, or were about Canada and Canadians. All such books that were supplied by publishers were reviewed. The review list was further supplemented by the addition of those titles that appeared in the listings of various Canadian library associations. Publishers' listings were not used in compiling the book list.

⁴. R. R. Fisk, "Leisure Reading in Alberta," The Alberta Journal of Educational Research, VOL. VII, No. 1, September 1961, p. 137.

⁵. Ibid., p. 138.

A panel of four readers, a librarian, a teacher-librarian, a teacher and the investigator, was selected to review the books. Each panel member reviewed each book and evaluated it according to certain pre-determined criteria. The books scoring highest in the evaluation were annotated and classified into two categories (Categories I and II) as best meeting the reading needs and interests of Canadian junior high school students, and contributing to an awareness and appreciation of the Canadian cultural heritage.

Although junior high school students read at a variety of levels, the investigation did not attempt to differentiate these levels. It was assumed that students will not read leisure reading books which are above their reading levels; and that, therefore, students will make level choices to fit their own reading limitations. In addition, it should be noted that many of the books, according to the publishers' and library listings, overlapped from the upper elementary into the high school grade level.⁶ Thus provision was made for variety of level in the study. It might also be noted that Norvell,⁷ in his study, found that literary selections well liked by the superior students are equally well liked by the weak, and that the selections rejected by the weak are also rejected by the superior. He suggested that, for pupils in secondary schools, content and not reading difficulty is a major determinant of reading interests.

6. For example publishers' catalogues list Ronald Symes' Meeting in the Bay as suitable for grades V - VIII, and E. Kenton's With Hearts Courageous as suitable for grades VII - XI, and P. L. Martin's Sol Labonte as suitable for all ages.

7. George W. Norvell, The Reading Interests of Young People, D. C. Heath and Co., Boston, 1950, p. 27.

Norvell⁸ also tabulated the ages of 3,583 pupils in Grades VII - IX from 16 representative schools to show separately the data for three ability groups - superior, average, and weak. The tabulation revealed that weak pupils in junior high school classes averaged 1.62 years older than superior pupils, and that this difference in age does not adversely affect the reactions of children toward the literary selections studied. He concluded "it appears difficult to escape the conclusion that moderate retardation of weak pupils and moderate acceleration of superior pupils contribute to the near identity of interest of these groups toward selections studied in common."

Reading interests of boys and girls in Grades VII to IX were a dominant factor in the investigation, and were limited to those as defined by Fisk⁹ in his study of the reading interests of students in the junior high school grades of Alberta. Fisk defined them as follows:

<u>Non-Fiction</u>	
<u>Boys</u>	<u>Girls</u>
1. Accounts of War and Conquest	1. Biographies
2. Nature Books	2. Occupations and Careers
3. Biographies	3. Self Improvement and Grooming
4. Exploration	4. Exploration

⁸. Ibid., pp.28 - 29.

⁹. R. R.Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta, unpublished Master's Thesis, Alberta, 1961, Chapter IV, p. 59.

Fiction

- | | |
|--------------------------|------------------------------------|
| 1. Mystery and Detective | 1. Mystery and Detective |
| 2. Western | 2. Adventure About Young People |
| 3. Sport Stories | 3. Love Stories |
| 4. Animal Stories | 4. Career and Personal Achievement |
| 5. Science Fiction | 5. Humourous Stories |
| 6. Humourous Stories | 6. Animal Stories |

The investigation does not claim to have listed for review all of the books written on a juvenile level and having a Canadian setting. If a book was not supplied by a publisher, if it did not appear in the Standard Catalogues or in various Canadian Library Associations' listings, or if it was not listed as being available for purchase as of September, 1964, it was not included in the review list.

CHAPTER II

REVIEW OF THE LITERATURE

In the past two or three decades considerable emphasis has been placed upon the value of leisure reading in the education of the child. Researchers, reading authorities, librarians, teachers, school boards, state and provincial authorities have investigated or written upon reading programs, students' reading attitudes and habits, and students' reading interests and tastes. Much of the research and writing has been in the field of children's reading interests, and many authorities have felt that a leisure reading program would best be centred about a child's reading interests. Some authorities have also taken the view, however, that, although reading interests should be considered, there is a need for adult selection of what children should read, and that such selection can be soundly based on evaluative criteria that can be applied to children's books.

In this chapter some of the literature and research in the field of leisure reading is reviewed to draw together current professional views in the following areas: Reading Interests of Junior High School Students, Boys' and Girls' Different Interests, Adult Selection of Children's Books, and Evaluative Criteria Used for the Selection of Children's Books.

I. READING INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS

About what do junior-high school students want to read? Much has been written in an attempt to answer this question.

Norvell, reporting in 1946 on his twelve-year study of children's reading interests, took a definite stand insofar as reading

interests are concerned. He stated emphatically:¹

To increase reading skill, promote the reading habit, and produce a generation of book lovers, there is no other factor so powerful as interest.

Malchow,² in 1937, gave a list of 90 titles to 1,387 junior high school boys and girls in two schools in Wisconsin. The 52 books listed by the pupils as best liked were used as a basis for analyzing reading interests. She found that love of adventure was the greatest single factor in creating interest for young adolescents in a story; and mentioned that students were much more concerned with the content than with the style or form of the book read, and that these two factors were the most significant to anyone who was aiding pupils in their selection of books.

In 1941, Zeller³ gave 48 books to 4,000 students in Grades VII, VIII and IX. From the students' top choices he concluded that the following interest factors were common to junior high school students: action, suspense, situations in which they could imagine themselves, plot, humor, sincerity, happy ending, people and love.

In 1953, Bess Porter Adams⁴ noted that, while fiction seemed to be the current favorite choice of reading material during the

1. George W. Norvell, "Some Results of a Twelve-Year Study of Children's Reading Interests", English Journal Volume XXV, December 1946, p. 536.

2. Evangeline G. Malchow, "Reading Interests of Junior-High School Pupils", School Review, Vol. XLV, March 1937, p. 182.

3. Dale Zeller, "Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils", Contributions to Education, No. 841, (New York: Bureau of Publications, Teachers College, Columbus University, 1941), p. 73.

4. Bess Porter Adams, About Books and Children, Henry Holt and Co., N.Y., 1953, p. 238.

junior-high school years

..... boys and girls with their widening scope of interests are eager for informational books which will answer their questions and introduce them to new fields of knowledge. Most of the boys and many of the girls are curious about the marvels of nature and science

and that young adolescents⁵

..... looking for heroes, are enthusiastic readers of biography. True stories of men and women who have struggled with circumstances and won success are in great demand throughout the junior high and high school years.

Wickens,⁶ reviewing research studies in the field of reading interests before the Annual Conference in Reading held at the University of Chicago in 1956, concluded that the major interest of junior high school students was in fiction which was mostly juvenile, with a dawning interest in adult fiction. The elements which appealed to the students included action, human interest, imagination, humor, direct discourse, colorful descriptions and names. They disliked preaching or moralizing. They enjoyed suspense, happy endings, and situations in which they could imagine themselves. For these students style had to be characterized by a free and easy manner of writing, brevity, sincerity, and straightforwardness of language, joined with rapidity of movement.⁷

In 1961 Smith and Eno⁸ conducted a reading preference survey with 510 students from grades VII to XII. In answer to their question,

5. Ibid., p. 247.

6. Alice R. Wickens, "A Survey of Current Reading Interests In Grades Seven Through Nine", Developing Permanent Interests in Reading ed. by Helen M. Robinson, University of Chicago Press, No. 84, Dec. 1956, p. 61.

7. Ibid., p. 247.

8. Mary L. Smith and Isabel V. Eno, "What Do They Really Want to Read?" English Journal, Volume L, May 1961, pp. 343 - 345.

"If you could have an author write a story-to-order for you, what would you have him put in it?" the following preferences came to light. The majority wanted a protagonist between fifteen and nineteen years of age and preferably a student. Most wanted stories of the present or the recent past, and these stories were to end happily. In sport stories the problem was 'winning against odds'. In their mystery stories they wanted the ordinary crime types involving murder, narcotics, smuggling and robbery. The girls preferred plots which highlighted romance.

Soares,⁹ in 1963, had sixty stories read by 1,653 junior high school students grouped according to intellectual ability, grade level, and sex. The top fifteen stories as chosen by the students were analyzed on the basis of thirty-three elements to discover what elements were in the stories which had high appeal for each of the various intelligence, grade, and sex groups. The results of this analysis were as follows:¹⁰

..... all groups seemed to prefer the narrative type of story, told by a omniscient narrator who stressed the theme of bravery and cowardice rather than plot or character in his stories. The favorite story had to be realistic, set in contemporary times, and was often about animals, sports, or teen-age problems. The most interesting story was high on physical action and contained one main character - a very attractive male teen-ager of unknown status. It was written in a clear style, with a single unifying effect - ie., the subject was the basic interest, permeating the entire story - and concrete language (rather than abstract), and offered an implicit rather than an explicit moral.

These junior high school students tended to stay away from stories with 'children' as the main characters. They seemed to prefer

⁹. Anthony T. Soares, "Salient Elements of Recreational Reading of Junior-High School Students", Elementary English, Volume XL, Dec. 1963, pp. 843 - 845.

¹⁰. Ibid., p. 844.

to identify with older characters presumably so that they could 'practice' being teen-agers.¹¹

In 1963, Johnson and Shores¹² posed this question: "If someone were to give you a book as a present (not a dictionary or an encyclopedia), what would you like it to be about?" to 1,521 students, equally distributed among Grades VII, VIII, and IX, from six junior high schools.

Half of the responses were for fiction - and especially for mystery stories, stories about young people, adventure, and romance. The students also reported strong preferences for science and the social sciences. Biological science was preferable to applied or physical science, the pupils asking for books about animals, especially horses and dogs, much more frequently than they asked for books about automobiles or astronomy. Very prominent among the social science interests were books about history, famous people, war, and cultures. When the requests for science were combined with those for science fiction, a strong scientific interest area was discerned - twenty one per cent of all requests fell into this combined category. The same was true to a lesser extent of history and historical fiction, and sports and sports stories.

Fisk, surveying leisure reading in the junior high schools of Alberta, in 1963 found that:¹³

Mystery and detective stories were most favored fiction at

11. Ibid., p. 845

12. Charles E. Johnson and J. Harlan Shores, "Reading and Reference Interests of Junior-High Students", Illinois Education, May 1963, pp. 374 - 376.

13. R. H. Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta, unpublished Master's Thesis, Alberta, 1961, Chapter IV, p. 59.

all ages in the junior high school with animal stories, adventure stories about young people, and 'western' stories strong favorites. Interest in humor dropped as students became older, as did science fiction, and travel stories, phantasy, and adult adventure, including historical fiction, held little interest. At age seventeen, love stories and historical novels made slight gains in reading preference. Stories of careers and personal achievement, and science fiction, held little interest for junior high school students.

Insofar as the preferences for types of non-fiction are concerned, Fisk has this to say:¹⁴

Top non-fiction preference in the junior high school, at all ages, are biographies and autobiographies, accounts of war and conquest, exploration, nature, and occupations and careers. Non-fiction of games and other athletic activities, hobbies and handicrafts, science and invention, and self-improvement were relegated to bottom positions at all ages.

From the studies conducted in the field of young adolescent reading interests here reviewed, it would appear that, while interests remain fairly static, there is a growing demand, especially during the last decade for informative non-fiction dealing with history, famous people, war and conquest, and nature.

II. BOYS' AND GIRLS' DIFFERING READING INTERESTS

Research workers have considered many factors in an attempt to discover what influences student choices of the types of books read. Age, grade, intellectual ability, and sex have been the factors considered, and results seem to indicate that sex is the most significant single factor which determines the type of reading a pupil will do.

In 1937 a study by Malchow discovered that the most sig-

¹⁴. Ibid., p. 57.

nificant sources of interest for girls were stories of mystery, accounts of home life and family relationships, and mild adventure.¹⁵ Boys preferred stories about animals, grim adventure, war, mystery, and sports.¹⁶ Few boys reported having read or liked books written especially for girls, whereas many girls listed boys' books as their favorites.¹⁷

Thorndike and Henry,¹⁸ in 1939, conducted a survey with slow learning and rapid learning students in grades VI, VII, and VIII. The average I.Q. of the rapid learners was 128 and that of the slow learners was 88. There were 101 children in the former group and 107 in the latter. The rapid learners were drawn from a school which was attended by students whose parents were classed as belonging to the upper socio-economic level, while the others were from a school which served an area having a large foreign element. In their findings they reported that, in a determination of the pattern of reported reading interests, sex was a vastly more important factor than even the large differences in intelligence and socio-economic status characterizing these groups.¹⁹

They found that, when the story centered on a boy, the sex difference was small; but, when it centered on a girl, the difference was very large. Girls rated interest high in stories of love and

15. Evangeline C. Malchow, op. cit., p. 179.

16. Ibid., p. 176.

17. Ibid., p. 182.

18. Robert L. Thorndike and Florence Henry, "Differences in Reading Interests Related to Differences in Sex and Intelligence Level". Elementary School Journal, Volume XL, June 1940, pp. 751 - 763.

19. Ibid., p. 762.

romance, mystery and detective, and biographies; and low in stories of sports, violent adventure, science and war stories. Boys rated interest high in stories of violent adventure, outdoor adventure, mystery and detective, sports, biographies, war, and science.

Heller, in 1940, discussed some of the differences shown in the direction taken by the reading interests of 29 boys and 25 girls who participated in a free reading program from Grades VII to IX and stated:²⁰

The girls in seventh grade were interested in stories of the home life or school life of other girls, but as they began to mature, they sought for romance and sentiment in their reading. Girls showed some interest in "boys'" books, but rarely did the boys show interest in a "girls'" book. Books of adventure made up about 42% of those listed by boys. Informational books also interested the boys. More books of travel were read by boys than by girls, and also more books of biography. Boys in the seventh grade devoted 24% of their non-fiction reading to biography; but by the ninth grade biography had shrunk to 10%.

In 1941, Thorndike²¹ surveyed a group of 3,000 students, ranging in age from eight to twenty, and in grades IV to XII. Each student was asked to choose books preferred from a fictitious annotated titles questionnaire. He found that, if books read are classified into types according to subject, the most frequent choices of bright, average, and dull children fall into the same categories. In the upper elementary grades, adventure and mystery stories for boys, and these, together with home and school stories for girls, account for the largest fraction of all levels of intelligence.

Perhaps the most exhaustive of all surveys on the reading

²⁰. Frieda M. Heller, "Free Reading in the Junior High School," Educational Research Bulletin, Volume XIX, April 1940, p. 221.

²¹. Robert L. Thorndike, A Comparative Study of Children's Reading Interests, Bureau of Publications, Teachers College, Columbia University, New York, 1941, p. 3.

interests of school children was that made by Norvell (reported in 1941). He analyzed the data collected from 50,000 children by 625 teachers and suggested that:²²

Under the plan of grouping children by grades as now practised in our public secondary schools, the divergence in ages among children of the same grades, so far as the vast majority of normal children are concerned, is not a markedly significant factor in selecting reading material for that grade.

However when the factor of sex was considered he has this to say:²³

In governing the choice of reading materials for children in our secondary schools, sex is a universal and highly significant factor and if children are to be provided with satisfactory materials, the reading interests of boys and girls must receive separate consideration.

Summarizing the results of this survey Norvell claimed that the influence of sex in governing reading interests reached its height during the junior high school period and retained that influence through the high school years and beyond.²⁴ Both boys and girls reacted favorably to stories of adventure, mystery, patriotism, games and animals. Boys liked strenuous adventure better than did girls; they also reacted more favorably to war stories, animal stories, and to science. Girls preferred stories about romantic love, sentiment in general, and home and family life.²⁵

Witty²⁶ in 1949 reported basically the same reading interests

22. George W. Norvell, The Reading Interests of Young People, D. C. Heath and Co., Boston, 1950, p. 5.

23. Ibid., p. 6.

24. George W. Norvell, "Some Results of a Twelve-Year Study of Children's Reading Interests", op. cit., p. 533.

25. Ibid., p. 532.

26. Paul Witty, Reading in Modern Education, D. C. Heath and Co., Boston, 1949, pp. 112 - 113.

among junior high school children.

In 1950 Frank discussed children's reading reports and gave almost identical views. She stated that, during the junior high school period, the divergence in girls' and boys' reading interests seemed to be particularly evident. Girls wanted to read romance, careers, adventure, mystery, horses, animals, biographies, and historical fiction. Boys wanted to read adventure, mystery, careers, biographies, historical fiction, science, discovery, animals and sports. While girls would often read the stronger adventure fare designed for boys, the boys would not read anything that might be termed a "girls' book".²⁷

Over a decade later, in 1962, Wofford²⁸ found the same sex reading differences prevailing among junior high school students.

In 1963, Soares²⁹ found that boys and girls in junior high school enjoyed animal stories. The girls chose stories about teen-age problems; the boys were more interested in sports. Suspense, physical action and external conflict were high on the boys' lists, whereas girls were interested in more dialogue and enjoyed sentiment in their stories.

Fisk, in his 1963 survey of the reading interests according to sex, found that in non-fiction:³⁰

Boys rated accounts of war and conquest as top, with nature books second and biographies third. They generally avoided books pertaining to hobbies and handicrafts, occupations and careers, or grooming. Girls, on the other hand, preferred biographies and books about careers and grooming, and rejected non-fiction dealing with hobbies, science and invention, and books explaining games

27. Josette Frank, Your Child's Reading To-day. Doubleday and Co., Inc., Garden City, New York, 1950. Chapter 9, pp. 138 - 168.

28. Azile Wofford, Book Selection for School Libraries, H. W. Wilson Co: New York, 1962. p. 44.

29. Anthony T. Soares, op. cit., p. 845.

30. Fisk, op. cit., p. 57.

and other athletic activities. Natural history, and accounts of war and conquest, held only mild interest for girls.

In fiction preferences the sex difference was also apparent:³¹

Top fiction preferences for junior high school boys were mystery and detective, 'western', sport and animal in that order, with career, love, and travel at the bottom of the scale; science fiction ranked fairly high with junior high school boys.

Girls in Grades VII, VIII, IX preferred mystery and detective, adventure about young people, including school stories; novels dealing with love and careers or personal achievement were also in demand. They found science, phantasy, travel, and sports fiction of little interest.

In the ninth grade, older boys and girls indicated a growing interest in adventure and historical novels about adults.

This short review of three decades of studies would indicate that the sex differential is a constant factor in the reading interests of young adolescents. Boy and girl differences in reading preferences do not seem to have changed over the years.

III. ADULT SELECTION OF CHILDREN'S BOOKS

Though educators and authorities on children's reading generally agree that interests are a great determining factor as to what types of books are read, they are quick to point out that, in a good and wholesome reading program, what children like must always be considered, but not be the sole determinant for selection.³²

The National Committee on Reading, in its report to the National Society for the study of Education, stated that:³³

In the junior high school period the demand for actuality and for truth becomes especially insistent. These are years of earnest,

³¹. Ibid., p. 59.

³². Jean Betzner and R. L. Lyman, "The Development of Reading Interests and Tastes", NSSE Thirty-Sixth Yearbook, Part I, 1937, p. 187.

³³. NSSE, "Reading in Relation to Literature", Twenty-Fourth Yearbook: Part I, Report of the National Committee on Reading 1925, p. 146.

sometimes pathetic search after the truth of experience. And here it is possible to do most harm by wrong recommendations or by failure to recommend fine and great books. Innumerable cheap stories nourish this love of adventure, common to girls as well as to boys, with impossible instead of real stories of boy vigilantes, scouts, motor girls, and desperados, of single-handed combats against odds, and of stupidly incredible luck.

In 1936, Cook claimed that the direction of real education is away from the childish world of self - i.e., the child's likes and dislikes, prejudices, habits, and preferences - to the world that lies beyond self.³⁴ She felt that teachers were inclined to take children's likes and dislikes over-seriously, and that these likes and dislikes were to be respected for what they revealed, and for the hints that they gave to the teacher guiding a leisure-reading program.³⁵ As she stated:³⁶

One has only to inquire into the reading habits of any senior high school class to find that not even this present-day generous deference to what students "like" has produced the results expected. Juniors and Seniors, are, by and large, still stuck fast in immature reading prejudice..... Excitement and amusement practically exhaust their repertoire of response.

In 1956, Wickens³⁷ cautioned that the reading choice characteristics of early adolescence be used only as a guidepost. He counselled that, if children are to learn to select reading materials that will make the most of their personal capacities and interests, teachers and adults should provide careful guidance. Also, that as children proceed through the junior and senior high school and, perhaps, college, the lack of free

34. Luella B. Cook, "Reading for Experience", The English Journal, Volume XXV, April 1936, p. 275.

35. Ibid., p. 277.

36. Ibid., p. 278.

37. Alice R. Wickens, op. cit., p. 64.

reading time will inevitably diminish the quantity of their reading.

Wickens felt that careful guidance during the period of extensive reading in the junior high school period may help students to maintain worthy quality if not quantity in their choices of leisure reading material.

Gray and Munroe,³⁸ Ham,³⁹ and McColvin⁴⁰ all declared that there is justification in seeking to influence young readers by encouraging them to read wholesome books which will have the most satisfactory influences. Quality cannot be ignored, these authorities claim, if our students are to be guided to read with sensitivity, discrimination, and appreciation.

To-day there are many commercial book racks filled with literature that emphasizes the lurid, the sensational, and the improbable. To make matters worse the majority of this material is poorly written. Never has there been such a need for the careful development of student reading tastes leading to better discrimination on the part of the students in their selection of reading material.

IV. EVALUATIVE CRITERIA USED FOR THE SELECTION OF BOOKS

Teachers and librarians have long concerned themselves with evaluative criteria suitable for book selection. In 1939, for example,

³⁸. Wm. S. Gray and Ruth Munroe, The Reading Interests and Habits of Adults. Macmillan Co., New York, 1930. p. 126.

³⁹. Catherine Ham, "Objectives for Improving Reading Interests in Grades Seven through Nine", Developing Permanent Interest in Reading ed. by Helen M. Robinson, University of Chicago Press, No. 84, December 1956, p. 35.

⁴⁰. Lionel R. McColvin, Libraries for Children. Phoenix, Hause Ltd., London, 1961, p. 23.

Dora V. Smith⁴¹ advised the use of but two selective criteria for juvenile books: truth to human experience, and honesty and restraint in matters of style.

Ten years later, Witty,⁴² suggesting a check list for evaluating children's books, used the criteria of difficulty (Can the child read the book with reasonable ease?), content (is the content in keeping with the interests or needs of the reader?), and quality of presentation (Is the book well-written?).

Douglas⁴³, in the same year, stated that, in book selection, there are fundamental principles which can be applied everywhere. Besides the physical aspects of any book such as format, illustrations, reputation of publisher, and inclusion in a recognized list or review, she suggests that the criteria for book evaluation should be those of suitability, authority, desirability, truth and style.

Henne,⁴⁴ also in 1949, listed criteria which could be used to determine whether or not a book tended to build good attitudes: Is the literary quality good? Is the material dated? Is the material suited for the age level? Are the people real or are they types? Are all groups fairly treated? and, is a particular way of life, a custom, or

41. Dora V. Smith, "Current Issues Relating to Development of Reading Interests and Tastes", Recent Trends in Reading edited by William S. Gray, The University of Chicago, Chicago, Illinois, Supplementary Educational Monographs, Nov. 1939, p. 305.

42. Paul Witty, op. cit., p. 130.

43. Mary Peacock Douglas, The Teacher-Librarian's Handbook, American Library Association, Chicago, 1949, p. 86.

44. ALA., Youth, Communications, and Libraries, edited by F. Henne, A. Brooks, R. Ersted, American Library Association, Chicago, 1949, p. 26.

a tradition explained, or is it described with bias?

Munson,⁴⁵ in discussing the principles of book selection stated that the selector of books for the young adolescent should, in the field of non-fiction, look for those books that have an accuracy of presentation, a style suitable to content, and a certain persuasiveness of writing. In the field of fiction, books that have vitality, either from character or incident or atmosphere, and that are true to the most fundamental concepts of life should be the ones selected.

Frank,⁴⁶ also writing in 1950, stated that selection for a book list must in itself establish the criteria of value. Books selected should be those which are written with integrity, in which characters and plot are skillfully drawn, and in which believable background and information is authentic. The style and the presentation should be suitable to the boy or girl for whom the book is designed. Adults, using these criteria for selection, put their stamp of approval on a book. Observation of this stamp of approval is one of the means by which children may learn to evaluate books and to discriminate between ephemeral and long-term values.

Three years later Adams claimed that good literature for children⁴⁷

..... is not something separate and far removed from the great body of literature enjoyed by adult readers. The same criteria apply to all literature; the age of the reader is incidental and unimportant. Good literature, whether for old or young readers,

⁴⁵. Amelia H. Munson, An Ample Field, American Library Association, Chicago, 1950, p. 83.

⁴⁶. Josette Frank. op. cit., p. 40

⁴⁷. Bess Porter Adams. op. cit., p. 40

bears the mark of truth and integrity; it carries the reader along into genuine, if vicarious, experience; it stirs his emotions, arouses his curiosity, stimulates his mind, and gives him a measuring stick for living.

In 1953, Lillian H. Smith⁴⁸ noted that a clear understanding of the fundamental principles of good writing should underlie all informed book criticism and selection, whatever the book being judged. A good book should have something original to say, she stated, and should say it with style.⁴⁹ In regard to books which have withstood the test of time, she claimed that:⁵⁰

Everything is there for the sake of the story - the imagined events, the characters who are affected by the events or who bring them about, the setting, or the time and place, in which the events happen. Their place in literature is determined, not by the suspense of the story, but by other factors; the writer's ability to create memorable and living characters, not just the puppets or types who are necessary to the action, the writers' sense of place and time which makes the "climate" of the story a pervasive influence within which the reader feels the illusion of reality, not mere scene painting but giving the tale added depth and subtlety; and finally, there is the writer's power of language.

Other authorities have had much the same to say when suggesting evaluative criteria for the selection of children's books. In 1960 Hanna and McAllister⁵¹ mentioned the following as the characteristics of good children's fiction: a well constructed plot, sound characterization, and appealing setting, a satisfying theme, a literary style suitable to the reader's maturity. For the characteristics of good non-fiction, they demanded the presentation of information which is authoritative, accurate,

⁴⁸. Lillian H. Smith. The Unreluctant Years, American Library Association, Chicago, 1953, p. 34.

⁴⁹. Ibid., p. 36.

⁵⁰. Ibid., p. 38.

⁵¹. Geneva R. Hanna and Marianna K. McAllister, Books, Young People, and Reading Guidance, Harper and Bros., N.Y., 1960, pp. 107 - 117.

up-to-date, and unbiased.

McColvin⁵² claimed in 1961 that, in judging the worth of any book, the following basic desiderata should be considered: substance, sincerity, truth, right attitudes, and good writing. Apart from these basic and desirable qualities, a book of fact, or non-fiction, should be accurate, and up-to-date; it should cover the ground it purports to cover, and it should have regard throughout to the knowledge level of those for whom it is intended. In fiction he said there were only two qualities that matter - suspense and atmosphere.

Haines, in writing on the art of book selection in 1961, stated that there are two commonly-accepted principles that relate to all books and that underlie selection in all fields of literature:⁵³

The first of these epitomizes the whole purpose and ideal of book selection: Select books that will tend toward the development and enrichment of life.

Closely related to it is: Let the basis of selection be positive, not negative. If the best that can be said for a book is that it will do no harm, there is no valid reason for its selection; every book should be of actual service to somebody, in inspiration, or information, or recreation.

She claimed that there were specific tests common to most selection procedures:⁵⁴

In close analysis, these (tests) will be seen to resolve themselves into tests for books of information, tests for books of inspiration and tests for books of recreation; but in general practical application they are usually divided into two groups - tests for non-fiction, and tests for fiction. In each group, the tests are of two kinds - tests for subject matter, authority, and quality of a book, and tests for its bibliographical and physical characteristics.

⁵². Lionel R. McColvin, op. cit., pp. 25 - 26.

⁵³. Helen E. Haines, Living With Books, (The Art of Book Selection) Columbia University Press, N.Y., 2nd Edition, 1961, p. 49.

⁵⁴. Ibid., p. 53.

Of a non-fiction book she would ask:⁵⁵ What is its subject or theme, and is the treatment given it complete? What are the author's qualifications, and has he been accurate in writing of the period, facts, or theories with which he deals? Does his work show any degree of creative power, and does he write in a clear, graphic style, with vitality and interest to enable the book to likely endure as a permanent contribution to literature? Does the book stimulate interest. provide recreation, information or inspiration, and does it contribute to culture?

These questions would also apply to a book of fiction, but to them would be added the following:⁵⁶ Is it true to life? Does it depict character with vitality and consistency? Is the plot original or hackneyed, and is it probable? Does it stimulate, inspire, provoke thought, amuse?

Haines summed up her views on book selection as follows:⁵⁷

According to familiar principles of literary criticism, the first requirement for any book is that it shall interest the reader, shall give some kind of pleasure, which implies a certain degree of value. The next step in forming judgment of its worth is to test the kind of interest aroused or pleasure given. The third step is to analyze the book's qualities according to those canons that represent permanent beauty and value in literature. These are the three most important ways to judge a book: by the immediate personal impression received from reading it; by judgment of its usefulness or value to others; by dissection and appraisal of its intrinsic qualities. The last of these is the method of literary criticism in its finest manifestation, and in practical library reviewing is drawn upon only for the simplest and most obvious standards of judgment. It demands differentiation

55. Ibid., p. 53.

56. Ibid., pp. 53 - 54.

57. Ibid., pp. 123 - 124.

of a book's qualities. There is the idea, the subject, that the author has set out to present; there is the pattern in which that subject has taken shape; and there is the personality, the attitude toward life, that the author transmits to his work. In other words there is the book's content, its form, and its spirit. Analysis directed upon these three aspects seeks to elicit the values that inhere in each; the validity, importance, truth to human nature and experience of the content (matter); the unity, excellence, vitality, of the form (treatment and style); the sincerity, power, beauty, dignity of the spirit.

In 1962 Wofford,⁵⁸ in discussing the evaluation of criteria which any book must meet to pass the acid test of suitability for a school library collection, chose the following: authority, scope, reliability (accuracy and up-to-dateness), treatment (bias or purpose), readability, subject interest, and format. She noted:⁵⁹

Interest depends both on the choice of subject matter in relation to the group for which the book is intended and on the skill of the author in presenting the subject. A good rule of thumb is that any child's book interesting to an adult will also probably interest the child.

In 1963, when tracing the development of fifty years of children's literature, Smith⁶⁰ elaborated on the qualities, other than physical format, which tended to make a book a genuine 'classic'. Characterization must be true to life, vivid, and real. Plots must be plausible. The world of the imagined and the world of reality must harmonize into one world. The author should show that he has a genuine knowledge of the subject and has personal feelings about it. The language used must develop an appreciation of words and an appropriateness in their use.

⁵⁸. Azile Wofford, op. cit., pp. 66 - 75.

⁵⁹. Ibid., p. 72.

⁶⁰. Dora V. Smith, Fifty Years of Children's Books, NCTE, Champaign, Illinois, 1963, XVI.

The University of Toronto Library School evaluates fiction and non-fiction in its book selection classes at the Library School of the Ontario College of Education. Though the evaluative criteria have been prepared with adult literature in mind, they are adaptable for use in evaluating literature for young people. Non-fiction is evaluated according to the following criteria: authority, subject matter and scope, author's purpose and point of view or bias, author's treatment of material, structure and style, significance, and interests and values for readers and use in the library. Fiction is evaluated according to: authority, plot, setting, character, style, treatment, significance, and reader appeal (The Toronto Library School evaluation scoresheets are included in Appendix 'A'.).

The standards of book selection have undergone little change through the years. What was true of good literature twenty-five years ago, or one hundred years ago for that matter, seems to be true of good literature today. Suitability, desirability, truth, fairness of presentation, and good style would seem to be reliable yardsticks with which to measure any book at any time.

CHAPTER III

PROCEDURES

The present chapter outlines the procedures followed in the survey; the compilation of the book list, a categorization of the books on the list into sex and interest groups, the selection of criteria for book evaluation, the description of the concurrent student study conducted to test the validity of the evaluative criteria chosen, the choosing of the selection panel, the evaluation and categorization of the books, and the annotation of those books scoring highest in the evaluation.

I. THE BOOK LIST

As the investigator's first consideration was to obtain and have available as complete a list of juvenile Canadiana as possible, letters were written to all Canadian publishers requesting permission to review their juvenile Canadiana listings. The response from the publishers was most co-operative. Many of them willingly forwarded their publications for review. Those who did not either supplied lists of their books and catalogues, with the appropriate titles checked, or notified the investigator that they had no relevant titles among their publications.

All books so received or recommended were placed on the original list. Since publishers' lists and catalogues are, to a large extent advertising, and therefore not a reliable guide to the desirability or value of a book, it was decided that the original list should be augmented from sources other than the commercial lists and catalogues. Another factor influencing this decision was the

desire to include books on the Canadian scene which might be published by American publishers.

Douglas¹ suggests that one of the first steps in the preparation of a book-list is to check it against a desirable, well-balanced list such as may be found in The Standard Catalogue and The Children's Catalogue. Therefore, all relevant titles listed in the Standard High School Catalogue and the Standard Children's Catalogue up to and including the 1963 Supplements were added to the original list. As there are, in Canada, various libraries and library associations that have prepared book lists, it was deemed advisable to further supplement the list by adding juvenile titles that appeared in their listings. Consequently, all titles recommended or appearing in the listings of the Ontario Library Reviews, the Toronto Public Library, and the Canadian Library Association, were added to the list. The list was then checked to ensure that it included all titles which have won the Governor-General's Literary Awards in the juvenile field since 1950, and all juvenile titles which have been awarded the Canadian Library Association's "Book of the Year Medal" since 1946.

The completed list consisted of 237 titles (See Appendix D).

II. INTEREST AND SEX CATEGORIZATION OF THE BOOK LIST

After the books were reviewed, they were categorized into fiction and non-fiction interest groups for both boys and girls. The interests used for the classification were those defined by Fisk.²

¹. Mary Peacock Douglas, The Teacher-Librarian's Handbook, American Library Association, Chicago, 1949, p. 86.

². R. R. Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta, unpublished Master's Thesis, Alberta, 1961, Chapter IV, p. 59.

A miscellaneous interest group was added to account for subject matter (e.g., sports, non-fiction, geography, Indians and Eskimos, travel, etc.) that was not mentioned to any great degree by Fisk's respondents. Some of the titles appeared on the completed list in two or more categories. For example, Fairley and Israel's The True North, being both a biography and an account of explorations, was included in both of these interest groups.

III. THE CRITERIA FOR THE BOOK EVALUATION

One of the major considerations of the study was the selection of the criteria to be used for the evaluation of the books. Authorities reviewed in Chapter II seemed to agree that, where fiction is concerned, truth to life and style of presentation are of utmost importance. In non-fiction the tests were for authority and accuracy, fair and unbiased treatment, and readability or style. For all types of books for young adolescents it was recommended that book selectors should consider suitability, (i.e., Is the material and its treatment suitable for the age level for which the book is being selected?), desirability (i.e., appreciations? Does it stimulate the mind? Is it inspirational?), and pupil interest.

In categorizing the criteria listed (See Table II) by these authorities, it was found that all eleven mentioned the criterion of style, eight of the eleven mentioned the criteria of suitability and desirability, nine would apply the test for unbiased presentation, and ten mentioned the criteria of truth to life and accuracy. Seven specifically stated that the criterion of interest had to be considered. Since the study concerned itself with the cultural content of the books

FREQUENCY WITH WHICH AUTHORITIES MENTION THE SEVEN SELECTED CRITERIA

AUTHORITY	CRITERIA						
	Suita- bility	Desir- abil- ity	Truth to life Accuracy	Unbiased Interpr- etation	Style	Pupil Inter- est	Cultural Content
Helen E. Haines <u>Living With Books</u>	x	x	x	x	x	x	x
American Library Assoc- iation <u>Youth, Communications, and Libraries</u>	x		x	x	x		
A. Munson <u>An Ample Field</u>		x	x	x	x		
Josette Frank <u>Your Child's Reading Today</u>	x		x		x	x	
L. McColvin <u>Libraries for Children</u>		x	x	x	x	x	
Dora V. Smith <u>Fifty Years of Children's Books</u>		x	x	x	x		
A. Wofford <u>Book Selection for School Libraries</u>	x		x	x	x	x	
P. A. Witty <u>Reading in Modern Education</u>		x			x	x	
B. P. Adams <u>About Books and Children</u>	x	x	x		x	x	
M. P. Douglas <u>The Teacher-Librarian's Handbook</u>	x	x	x	x	x		
Toronto Public Library	x	x	x	x	x	x	

listed, it was deemed advisable to include this concept in the evaluative criteria selected. The seven criteria finally selected paralleled closely those suggested by Douglas,² and were in general agreement with those suggested by the authorities reviewed. The criteria of selection were:

Fiction

1. Is the subject matter suitable and desirable for young people?
2. Will the subject matter tend to develop desirable attitudes and appreciation?
3. Is the story true to life?
4. Does the subject matter interpret historical or modern life situations from a true and unbiased viewpoint?
5. Is the style of the book appropriate and effective for the subject matter and for the readers for whom it was intended?
6. Is the subject matter interesting? i.e. Does it meet the professed reading interests of the students?
7. Does it give a faithful representation of the Canadian cultural heritage and the Canadian way of life?

Non-Fiction

1. Is the subject matter suitable and desirable for young people?
2. Will the subject matter tend to develop desirable attitudes, and appreciation?

². Mary Peacock Douglas, op. cit., p. 87.

3. Is the subject matter authoritative and accurate?
4. Is the author's point of view fair-minded and the information unbiased?
5. Is the work presented with vitality and interest?
6. Is the subject matter interesting? i.e. does it meet the professed reading interests of the students?
7. Does it give a faithful representation of the Canadian cultural heritage and the Canadian way of life?

IV. CONCURRENT STUDY TO TEST THE VALIDITY OF THE EVALUATION CRITERIA

A concurrent student survey was conducted to test the validity of the selected criteria used, and to ascertain whether there was a correlation between what adults consider to be a good book for juveniles and what the juveniles, themselves, consider to be a good book.

To obtain the books to be evaluated in the concurrent student survey, a random sample was taken from the book list. The first book and every twenty-fourth book thereafter were selected. Ten books were so chosen:

<u>Abitibi Adventure</u>	J. Hambleton
<u>Boy on Defence</u>	S. Young
<u>Dog who Wouldn't Be, The</u>	F. Mowat
<u>Fur and Gold</u>	R. Haig-Brown
<u>Ken Watson on Curling</u>	K. Watson
<u>Mounty Patrol</u>	A. MacMillan
<u>Queen's Cowboy</u>	K. Wood
<u>Samantha's Secret Room</u>	L. Cook

Stone Cottage Mystery

J. Boyle

True North, The

Fairley and Israel

The books selected were placed in the library of the Ernest Morrow Junior High School in Calgary and made available to all students from the beginning of September, 1964. From that date to the end of February, 1965, a period of six months, the teacher-librarian had each pupil evaluate a book as soon as he, or she, had read it. The evaluation required the underlining of one of four responses to each of seven questions, or set of questions. The questions were the selected evaluative criteria re-worded into simplified form and designed to evoke a simple subjective response. (The student evaluation sheet is in Appendix A.)

The student responses were taken and a numerical score allotted to each response on the following basis:

(a) for response (a)	3
(b) for response (b)	2
(c) for response (c)	1
(d) for response (d)	0

The total possible score for each book from each reader was 21. The total score for each book read by the adult panel was arrived at by adding the score allotted to it by each of the four members.³ The total score for each book read by the students was arrived at by adding the score allotted to it by each of the readers

3.

The scoring for each criterion and the total evaluative score for a book, as scored by the adult panel, is outlined in part VI, "The Evaluation", of this chapter.

reading it. In order to compare the scores of the adult panel and the student group, the total score for each book was divided by the number of students reading that book and the result multiplied by 4. These scores were then compared to the scores as assigned by the adult panel to determine the validity of the selective criteria chosen, and to ascertain whether there was any correlation between the judgment of the selection panel and the judgment of the students for whom the books were intended.

V. THE SELECTION PANEL

Douglas⁴ recommended that opinions of the teacher-librarian, the teachers, and the local public librarian should be considered when selecting books for the school library. With this in mind a selection panel was chosen to read each book on the list. Besides the investigator, a teacher-librarian, a teacher, and a librarian in the Forest Lawn branch of the Calgary Public Library served on the evaluation panel. The teacher-librarian and the teacher were vitally interested in children and in books. They combined a total of over fifty years of teaching experience with the most of it in the junior high school, and they had assisted in establishing school libraries. Both had taken some library training. The public librarian was in charge of the busiest branch of the Calgary Public Library insofar as children's books were concerned, and, although her professional training may have been limited she had, through her experience, a firm knowledge of the reading likes and interests of juveniles. The investigator had a background of training in the fields of history

5. Ibid., p. 86.

and language and, for many years, had taught the social studies and the language-literature programmes in both the junior and senior high school. With such a background of interest in books and reading, and/or with extensive teaching experience in a Social Studies - Language assignment, the panel members were thought to be well qualified to assess the relative merits of the books reviewed insofar as suitability, accuracy, truth, authority, desirability, interests, and cultural content were concerned.

VI. THE EVALUATION

Two evaluation charts (See Appendix A) were designed and supplied to the panel for use in evaluating the fiction and non-fiction books. The books were listed alphabetically on the charts.

Each book was read and evaluated by each of the four panel members to determine to what extent it met each of the selected criteria. A numerical rating scale was applied to each criterion for each book on the same basis as that applied in the concurrent student study. i.e.,

- | | |
|---|---|
| (a) If the book met the criterion to a great degree | 3 |
| (b) If the book met the criterion to some degree | 2 |
| (c) If the book met the criterion to a small degree | 1 |
| (d) If the book did not meet the criterion | 0 |

The total possible score for each book assigned to it by each reader was 21. Thus from the four adult reviewers it was possible for a book to have a total score of 84.

Although the evaluation of a book is, to a considerable degree, a subjective matter, it was decided to prepare an instruction

guide in an attempt to have all four evaluators look for the same features in the books read. Suggestions and recommendations made by Witty⁶ and Haines⁷ were used in preparing the guide (See Appendix A).

A master evaluation chart, similar to that used by the panel members, was used to record the total scores of the four evaluators for each book.

VII. THE CATEGORIZATION OF THE BOOKS

It was arbitrarily decided to categorize the books into five groups. Books in Category I included that one-fifth of the books that met the selected criteria to the greatest degree (i.e., having the highest total evaluative score), and were those most highly recommended for a basic purchase for a junior high school library. That one-fifth of the books having the second highest evaluative score were placed in Category II, and were those next recommended for purchase. Categories III, IV, and V included those whose evaluative scores fell into the remaining three groups in a descending order of evaluative scores.

VIII. THE ANNOTATIONS OF SELECTED BOOKS

All books appearing on the two top lists, Categories I and II, were briefly annotated to aid school librarians in their choice of books, and to aid teachers of social studies and language

⁶. Paul A. Witty, Reading in Modern Education, D. C. Heath and Co., Boston, 1949, pp. 130 - 131.

⁷. Helen E. Haines, Living with Books, (The Art of Book Selection), Columbia University Press, New York, 2nd Edition, 1961, pp. 53 - 56.

in the guiding of students towards the reading of these highly-recommended Canadian books. Basically, the annotations are 'librarians' notes' following the suggestions given by Haines:⁸

Annotations fall roughly into two classes - "readers' notes" and "librarians' notes". A readers' note is intended to impart information to the reader and at the same time awaken a desire to read the book. A satisfactory readers' note should make clear the subject of the book, its authority or special value, its treatment, and its literary quality or flavor; special features, such as important appendixes or unusual illustrations, may be noted

A librarians' note has for its specific purpose the aiding of the librarian in the choice of books. It should give, with more fullness, the same information that is given in the readers' note, but in addition it should point out deficiencies, such as inaccuracy, overtechnicality, or features that would be objectionable to certain readers, and it should indicate a book's merit in comparison with other books in the same field

In all annotations brevity is especially to be considered. Many readers' notes are limited to fifteen or twenty-five words. For librarians notes, sixty words is an average length; few annotations exceed one hundred words They (annotations) emphasize the critical and comparative information that is important to librarians and indicate suitability to different tastes; but they are also designed to arouse interest and awaken a desire to read the book.

8. Ibid., pp. 138 - 139.

CHAPTER IV

RESULTS OF THE SURVEY

This chapter deals with the subdivision of the book list into boys' and girls' classification and into interest categories for both sexes. It also contains the results of the concurrent student survey, the results of the reading survey, and the annotation of the selected books.

I. THE BOOK LIST

Because the reading interests of boys and girls vary greatly, as noted by Norvell¹, Malchow², Thorndike and Henry³, and Fisk⁴ (among others), the original list of books was subdivided by the investigator into two classifications: a list of books especially suited for girls, and a list of books especially suited for boys. In classifying the books in this manner it was kept in mind that boys will not normally read anything that can be called a 'girl's book' whereas girls will often read books designed for boys; and that while boys like strenuous adventure, war stories, animal

1. George W. Norvell, "Some Results of a Twelve-Year Study of Children's Reading Interests", English Journal Volume XXV, December 1946, p. 536.

2. Evangeline C. Malchow, "Reading Interests of Junior High School Pupils," School Review, Volume XLV, March 1937, p. 182.

3. Robert L. Thorndike and Florence Henry, "Differences in Reading Interests Related to Differences in Sex and Intelligence Level," Elementary School Journal, Volume XL, June 1940, pp. 751 - 763.

4. R. R. Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta, unpublished Master's Thesis, Alberta, 1961, Chapter IV, p. 59.

stories, and science, girls prefer stories about romantic love, sentiment in general, and home and family life. (The girls' and boys' books are listed in Appendix A).

The list of titles was also subdivided by the investigator into interest categories (as defined by Fisk⁵) for both boys and girls. New categories such as 'Books About Indians and Eskimos', 'Geography', and 'Travel', were added to make the classification as complete as possible, and thus aid librarians and teachers in their attempts to select suitable juvenile Canadianna for their students. (The interest classifications of the books for boys and girls are in Appendix A.)

II. THE CONCURRENT STUDENT SURVEY

During the course of the six-month period that the ten books chosen for the concurrent student survey were available to the pupils of the Ernest Morrow Junior High School, twenty students read one or more of the books and, together, submitted a total of sixty-seven book evaluations. Six students took six of the selected books out of the library but returned the six unread, claiming that they did not like them. They were not asked to fill out an evaluation form. Of these six, two boys brought back Samantha's Secret Room, one boy and one girl brought back The Dog Who Wouldn't Be, and one boy brought back Ken Watson on Curling.

(Table III) a comparison table showing the close correlation of the student and adult evaluations follows:

⁵. R. R. Fisk, Ibid., p. 59.

TABLE III

A COMPARISON OF ADULT AND STUDENT RATINGS OF TEN SELECTED BOOKS

Title	Author	Adult Rating	Adult Placement	Number of Students	Total Score	Corrected Score	Student Rating
Abitibi Adventure	J. Hambleton	67	<u>7</u>	7	100	57	<u>7</u>
Boy on Defense	S. Young	72	<u>3</u>	6	102	68	<u>2</u>
Dog Who Wouldn't Be, The	F. Mowat	63	<u>8</u>	7	98	56	<u>8</u>
Fur and Gold	R. Haig-Brown	73	<u>2</u>	6	101	67	<u>3</u>
Ken Watson on Curling	K. Watson	51	<u>10</u>	5	60	48	<u>10</u>
Mounty Patrol	A. MacMillan	70	<u>4</u>	7	116	66	<u>4</u>
Queen's Cowboy	K. Wood	75	<u>1</u>	7	121	69	<u>1</u>
Samantha's Secret Room	L. Cook	68	<u>6</u>	7	112	64	<u>6</u>
Stone Cottage Mystery	J. Boyle	69	<u>5</u>	9	147	65	<u>5</u>
True North, The	Fairley & Israel	61	<u>2</u>	6	81	54	<u>2</u>

The adult panel rated the books from top to lowest as follows:

Queen's Cowboy
Fur and Gold
Boy on Defense
Mounty Patrol
Stone Cottage Mystery, The
Samantha's Secret Room
Abitibi Adventure
Dog Who Wouldn't Be, The
True North, The
Ken Watson on Curling

The students, reading the same books, rated them as follows:

Queen's Cowboy
Boy on Defense
Fur and Gold
Mounty Patrol
Stone Cottage Mystery, The
Samantha's Secret Room
Abitibi Adventure
Dog Who Wouldn't Be, The
True North, The
Ken Watson on Curling

The two ratings showed a high degree of similarity. Boy on Defense and Fur and Gold, while ranking second and third respectively with the students, ranked third and second with the adult panel. The balance of the books were rated similarly by both groups.

When only girls or boys were considered, the results were

startlingly different. As shown by Table VIII (See Appendix B) the boys and girls ratings were as follows:

BOYS' RATING

Fur and Gold
Queen's Cowboy
Boy on Defense
Mounty Patrol
Dog Who Wouldn't Be, The
Abitibi Adventure
True North, The
Ken Watson on Curling
Stone Cottage Mystery, The
Samantha's Secret Room

GIRLS' RATING

Stone Cottage Mystery, The
Samantha's Secret Room
Queen's Cowboy
Boy on Defense
Mounty Patrol
Fur and Gold
Dog Who Wouldn't Be, The
True North, The
Abitibi Adventure
Ken Watson on Curling

As noted in Chapter II, boys do not like "girls' books", hence the placement by the boys in the survey of The Stone Cottage Mystery and Samantha's Secret Room at the bottom of the list. Apart from these two titles, however, the rest of the ratings coincided closely with

those of the combined student panel and the adult panel. The girls rated The Stone Cottage Mystery and Samantha's Secret Room at the top of the list, and Abitibi Adventure, which is basically a boy's book, and Ken Watson on Curling, which is sports non-fiction, at the bottom. Other than for these titles, the balance coincided with the combined student rating.

There was a greater discrepancy evident between the ratings given each individual criterion for book selection. Tables IV and V show the comparison between the adult panel and the student group ratings for each of the evaluative criteria in fiction and non-fiction.

The greatest discrepancies in the evaluative criteria were found in the criteria of desirability, unbiased representation, and style. There was a fairly close agreement on all of the other criteria especially on the interest and cultural content criteria. In no instances did the scores vary by more than one point. In two instances, on the criteria of suitability and truth to life, there was a discrepancy greater than one between the two ratings.

The difference between the ratings on the criteria of desirability, unbiased representation and style may occur because children in the junior high school grades are, through their immaturity and inexperience, unaware of subtle bias or the artistic use of language. It is probably because they are seemingly unaware of these critical indices that the case for adult selection of books is so strongly

TABLE IV
COMPARISON OF INDIVIDUAL CRITERIA SCORES FOR FICTION AS EVALUATED BY STUDENTS AND ADULTS
FOR
FIVE SELECTED BOOKS

Title		Suit- ability	Desir- ability	Truth to Life	Style	Unbiased Interpretation	Pupil Interest	Cultural Content
Abitibi Adventure	Adult	10	10	2	2	10	2	2
	Student	8.5	7	7.5	9	8	8.5	8.5
Boy on Defense	Adult	11	12	2	10	9	12	9
	Student	10	10	9	11	8.5	11	8.5
Mounty Patrol	Adult	10	10	9	10	11	9	11
	Student	10	9	9	11	8	9	10
Samantha's Secret Room	Adult	10	10	2	10	2	12	8
	Student	10	9	8	10	8	11	8
Stone Cottage Mystery, The	Adult	10	10	2	11	2	11	2
	Student	9	8.5	8.5	11	9	10	9

TABLE V

COMPARISON OF INDIVIDUAL CRITERIA SCORES FOR NON-FICTION AS EVALUATED BY STUDENTS AND ADULTS

FOR

FIVE SELECTED BOOKS

Title		Suit- ability	Desir- ability	Truth to Life	Unbiased Interpretation	Style	Pupil Interest	Cultural Content
Dog Who Wouldn't Be, The	Adult	10	8	8	8	11	9	9
	Student	8	8	7	8	8	8.5	8.5
Fur and Gold	Adult	10	11	12	10	10	9	11
	Student	10	10	11	8	8.5	8.5	11
Ken Watson on Curling	Adult	8	5	10	10	10	4	4
	Student	7	6.5	10	10	6.5	4	4
Queen's Cowboy	Adult	10	11	9	12	12	9	12
	Student	10	9	10	10	10	9	11
True North, The	Adult	9	8	10	9	10	6	9
	Student	9	7.5	7	8	8.5	5.5	8.5

presented by such authorities as Ham⁸ and Smith⁹.

Another factor that influenced the student evaluative scores for each criteria was the tendency on the part of the student, to score a book that he did not like low in all of the critical categories. The one boy who read Samantha's Secret Room for example, gave it a total score of 9. The adult panel, for instance, awarded The Dog Who Wouldn't Be a score of 11 out of a possible 12 for structure and artistic use of language while the student award for the same item was only 8. Ken Watson on Curling, a well-written book, received from the adults 10 out of a possible 12 for style, yet the students awarded it only a 6.5 rating.

Students are not always capable of determining whether the subject matter is a true and unbiased interpretation of a historic or a modern situation. The True North is a fairly unbiased presentation of a historical situation, yet the student group awarded it only 7 out of a possible 12. The adult panel awarded it 10 out of a possible 12. Jack Hambleton in Abitibi Adventure presents a strong case for the necessity of conservation of our forests, and the adult selectors awarded it, on desirability, 11 out of 12: yet the student readers seemingly unaware of its message, awarded it but 7 out of the possible

⁸. Catherine Ham, "Objectives for Improving Reading Interests in Grades Seven Through Nine," Developing Permanent Interest in Reading ed. by Helen M. Robinson, University of Chicago Press No. 84, December 1956, p. 35.

⁹. Lilian Smith, The Unreluctant Years, American Library Association, Chicago, 1953, p. 190.

12.

Apart from these understandable discrepancies, the over-all ratings showed a consistent correlation between student and adult evaluation; thus, the criteria chosen for the selection of the books were considered valid and applicable to all of the books on the compiled list.

III. RESULTS OF THE READING SURVEY

The total evaluative scores of the two hundred and thirty-seven books read by the adult panel fell between a low score of 46 and a high score of 82. Most of the scores were clustered between 60 and 80. Forty-two books had scores which were below 60. (See Table IX in Appendix).

The low scores for some of the listed books do not indicate that the books are necessarily inferior in quality. For the most part, they were not deemed suitable for students of the junior high school grades, and their low evaluation scores reflect this lack of suitability. Some of them were well written, but would appear to be more applicable to the reading interests of children in the upper elementary grades than to those in the junior high. (Lynn Cook's Little Magic Fiddler and Bells on Finland Street are good examples of such books.) Others were better suited to the interests of high school and young adult readers, (e.g., H. O'Neill's Doukhabor Daze, T. Kirby's The Golden Dog, and R. M. Patterson's Far Pastures). Some had a textbook approach and, although well written, were considered to be too involved in difficult subject matter for the average junior high school reader (e.g., H. Rish's Treasure in the Rock and J. M. Gibbon's The Romance of the Canadian Canoe).

The majority of the books were well written and suitable for inclusion in a junior high school library. Many books for example, just missed being included in the top listings because their total evaluation score was only one or two points below the selected cut-off point.

As it was decided to divide the total number of books into five grades, a scrutiny of the total evaluation scores showed that an approximate division was possible when the following procedure was followed:

- (a) Books scoring 75 or above were placed in Category I.
- (b) Books scoring between 70 and 74 were placed in Category II.
- (c) Books scoring between 65 and 69 were placed in Category III.
- (d) Books scoring between 60 and 64 were placed in Category IV.
- (e) Books scoring 59 and lower were placed in Category V.

The number of books falling into each category is shown in the following table:

TABLE VI

NUMBER OF BOOKS FALLING INTO EACH SELECTION CATEGORY

SCORE	CATEGORY	NO. OF BOOKS
75 - 82	I	47
70 - 74	II	49
65 - 69	III	44
60 - 64	IV	55
59 and under	V	42

Lists of all books, subdivided into the five categories together with each book's total evaluative score, are included in Table VII following.

TABLE VII

BOOKS CLASSIFIED INTO CATEGORIES AND SHOWING
TOTAL EVALUATIVE SCORES AS AWARDED BY PANEL

CATEGORY I

<u>TITLE</u>	<u>SCORE</u>
Black Totem, The	77
Bold Heart, The	77
Bugles in the Hills	79
Bush Pilots	78
Call of the Wild	75
Champlain of the St. Lawrence	76
Company of Adventurers	77
Desperate People, The	75
Famous Canadian Stories	75
Famous Doctors	75
Famous Indians	77
Famous Women	78
Farthest Shores, The	75
Franklin of the Arctic	75
Frontenac and the Iroquois	75
Golden Feather, The	75
Golden Trail, The	79
Great Chief, The	77
Indians of Canada	77
Land Divided, A	77

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
Last of the Curlews	75
Lost in the Barrens	82
Mapmaker, The	77
Minado	75
Mounty in a Jeep	76
Mutiny in the Bay	78
Nor'Westers, The	79
Panther	79
Queen's Cowboy	75
Quest in the Cariboo	75
Raiders of the Mohawk	75
Rebels Ride at Night	76
Revolt in the West	78
- River of Canada	77
Runner of the Woods	75
Scarlet Force, The	80
Starbuck Valley Winter	76
St. Lawrence, The	76
Sukanabi	76
Summer in Ville Marie	77
Trailmaker	78
Trap Lines North	78
Treason at York	79
Wild Trek	75
Wings Over Labrador	80
Wolverine	78
Yellow Boots	78

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
CATEGORY II	
Adventure North	70
Anne of Avonlea	71
Anne of Green Gables	71
Black Joke, The	70
Boy on Defense	72
Buckskin Brigadier	72
Buckskin Colonist	73
Canadian Yesterdays	70
Cariboo Trail	72
Cargoes on the Great Lakes	70
Dangerous Cove, The	71
Drummer Boy for Montcalm	71
Fire in the Valley	71
Force Carries On, The	74
Fort in the Forest	72
Fox Island	71
Fur and Gold	73
Geologists and Prospectors	70
Golden North	70
Great Days in Canadian Sport	73
Gully Farm	72
Guns at Quebec	71
Homebrew and Patches	71
Incredible Journey, The	72

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
Kilmenny of the Orchard	73
Knights of the Air	72
Lecko	70
Mountie Patrol	70
Nkwala	72
On Foot to the Arctic	71
Owls in the Family	71
Pioneer Girl	73
Ranch on the Cariboo	71
Red River Adventure	74
Salt Water Summer	72
Scrubs on Skates	71
Seokoo of the Black Wind	73
Showdown	71
Temagami Guide	73
Tonty of the Iron Hand	72
Trail of '98	73
Trial by Ice	71
Whale People, The	71
White Gold in the Cassiar	73
Wild and Free	70
Wild Winter	72
Windigo	70
Winged Canoes at Nootka	70
With Wolfe in Canada	70

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
CATEGORY III	
Abitibi Adventure	67
Airborne from Edmonton	65
Boy of the North	69
Blackfoot Crossing	68
Book of Grey Owl, A.	69
Canada and Her Story	67
Captain of the Discovery	66
Captured by the Mohawks	68
Champlain, North West Voyager	66
Driftwood Valley	66
Farther North	65
Fighting LeMoynes, The	68
Flight into Danger	68
Forgotten Canadians	66
Glooskap's Country	68
Hudson of the Bay	68
Jake and the Kid	66
Loon Feather	66
Man Hunters, The	67
Mission Among the Buffalo	67
Morgan's Mountain	68
Northern Trail Adventure	67
North to Adventure	68
Peddler's Crew	68

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
People of the Deer	69
Redcoat Sailor	66
Return of Silver Chief, The	68
River of the Wolves	66
Rocket Richard	68
Samantha's Secret Room	68
Sea Hunters, The	66
Shadows on the Rock	69
Silver Chief's Big Game Trail	66
Silver Chief, Dog of the North	69
Silver Chief's Revenge	66
Silver Chief to the Rescue	68
Silver Strain, The	67
Spitzee Anota	67
Steer North	66
Stone Cottage Mystery, The	69
Story of Canada, The	68
Tomorrow Island	68
Turn East, Turn West	67
Young Surveyor, The	67
CATEGORY IV	
Adventures from the Bay	60
Anne of the Island	64
Arctic Assignment	60
Battle for the Rock	64

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
Behind the Palisades	64
Blind Date	61
Boy and Five Huskies	62
Canadian Story, The	60
Chuckwagon of the Circle B	62
Dog Who Wouldn't Be, The	63
Famous Musicians	61
Fraser, The	63
Fur Brigade, The	63
Fur Trader	64
Grizzlies in Their Back Yard	61
Indian Speaks, The	60
Jalna	62
John Black of Kildonan	62
Land and People of Canada, The	62
Link Between the Oceans	63
MacKenzie, The	63
Maria Chapdelaine	62
Mink, Mary and Me	64
Moccassin and Cross	61
Mrs. Mike	64
Muskoka Holiday	62
My Other Islands	63
Nuwat the Brave	63
Oak Island Mystery	63

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
Pilgrims of the Wild	62
Ranger, Sea Dog of the Mounted	64
Red River Runs North	63
Royal Canadian Mounted Police	62
Salt Water Men, The	63
Saskatchewan, The	64
Separate Person, A.	63
Sketco, The Raven	63
Smuggler's Cove	60
Snow Dog	63
Son of the Mohawks	62
St. Lawrence Seaway	63
Strange One, The	61
Sword of the Wilderness	68
Tales the Totems Tell	61
Tecumseh: Destiny's Warrior	62
Traders North	64
Trail of the Broken Snow, The	60
Trail of the Red Canoe, The	63
True North, The	61
We Chased a Rainbow	62
White Fang	63
With Hearts Courageous	62
Wolf King, The	62
Young Mac of Fort Vancouver	64
Younger Brother	64

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
CATEGORY V	
Adventure of Canadian Painting, The	54
Algonquin Adventure	48
Along Olympic Road	47
Bells on Finland Street	58
Between the Red and the Rockies	56
Black Bass Rock	54
Boy Who Ran Away	59
Brown Paws and Green Thumbs	46
Calgary Challengers, The	50
Canadians of Long Ago	59
Canal Boy	52
Doukhabor Daze	53
Eskimo, The	58
Far Pastures	58
Friendly Force, The	59
Golden Dog, The	57
Hockey Night in Canada	56
Ian of the Red River	58
Ken Watson on Curling	51
Kristli's Trees	58
Let's Play Hockey	55
Little Magic Fiddler	58
Mostly in Clover	59
My Uncle Joe	51

TABLE VII (Cont'd)

<u>TITLE</u>	<u>SCORE</u>
Northern Exposure	57
Oil Trails in Headless Valley	57
Parliament of Canada, The	56
Pegeen and the Pilgrim	59
Pioneers in Agriculture	58
Quebec, Historic Seaport	58
Quebec, Portrait of a Province	57
Rebel on the Trail	58
Road to Kip's Cove	59
Romance of the Canadian Canoe, The	51
Sajo and Her Beaver People	56
Sol Labonte	58
Sun Horse, The	51
Sunshine Sketches of a Little Town	57
Tales of the Sea	56
There are the Maritimes	57
Treasure in the Rock	58
Yellow Briar, The	56

IV. ANNOTATIONS

Books that appear in the top two categories have been annotated in accordance with the format previously described,¹⁰ and these annotations appear in Appendix C.

¹⁰. The annotation format used was that suggested by Haines and delineated in Chapter III, page 38.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The present study attempted to survey juvenile Canadiana in order to determine whether or not it met the reading needs and interests of Canadian junior high school students, and whether it contributed materially to an awareness of the Canadian way of life. It also attempted to arrive at, and test, criteria for book selection, and to use these criteria to recommend the best in juvenile Canadian books.

I. CONCLUSIONS

The conclusions of the study are dealt with under four headings which discuss the book list, the concurrent student survey, the evaluative criteria, and the adult panel survey.

The Book List

In subdividing the books into interest categories it was found that, while in the non-fiction field there was an ample number of books dealing with accounts of war and conquest, biographies and exploration, there were very few books that meet the second highest preference of girls in non-fiction: occupations and careers. Whereas in Fisk's¹ study girls expressed that they were interested in self-improvement and grooming, the present study did not find one Canadian book written in this interest field.

¹. R. R. Fisk, A Survey of Leisure Reading in the Junior High Schools of Alberta, unpublished Master's Thesis, Alberta, 1961, chapter IV, p. 59.

In fact there are very few Canadian books in the field of non-fiction written expressly for girls.

In the field of fiction Fisk² found that preference of both boys and girls was for mystery stories and detective fiction. Very few titles were found that adequately met this interest category. There were also only a few books that dealt with sports fiction, and all but one of these were on hockey. There were no science fiction books on the list. Animal stories were well represented and so were westerns if one assumes that western stories include tales about Indians, gold seekers, horses, and ranching (with or without 'cowboys' and 'cowgirls').

There was much historical fiction, and much of it was well written: but there seemed to be a lack of fiction set in the modern Canadian scene.

The Concurrent Student Survey

The student survey produced evidence that there was a noted difference in the reading preferences of boys and girls.

It showed that students in the junior high school were capable of judging books. However, this judgment was affected by a reading preference. Also students had difficulties in assessing the style and the desirability of a book. These difficulties seem to be natural as junior high students lack experience in such matters.

The Evaluation Criteria

The criteria chosen proved to be valid in the selection of books. The adult selectors and the student group both rated the ten books chosen for the concurrent student survey almost identically.

2. Ibid., p. 59.

There were discrepancies in the evaluation of the individual criteria, but these were caused by the students being unable, through immaturity and inexperience, to make critical judgment in respect to desirability, bias, and style. Perhaps the discrepancies would have been fewer if a more detailed evaluation score sheet had been devised, but such a sheet would have been unwieldy and would not have led to the simple subjective response that was desired.

The Adult Panel Survey

The reading survey showed that there are many good books written about the Canadian scene for the junior high school students in our schools. Especially notable is The Great Stories of Canada biographical series published by Macmillan of Canada. This series is rich in historical background, and the books are, for the most part, well written. There is also much good historical fiction that presents Canada's cultural heritage with vigor and sympathy. Among the best of these were J. F. Hayes A Land Divided, and Bugles in the Hills. R. Haig-Brown's Panther, and E. Wilson's Minado, A Tale of the Quebec Wilderness headed the list of well-written animal stories; and F. Mowat's Lost in the Barrens rated high in the adventure story category. Books about explorations ranked fourth in the professed interests of both boys and girls in the Fisk study;³ and, fortunately, there is no lack of good books in this interest sphere.

II. RECOMMENDATIONS

As a result of the survey of Juvenile Canadianna, the

3. Ibid., p. 59

following recommendations are made.

Teachers of language, literature and social studies are urged to recommend to their pupils the reading of books about the Canadian scene. For the most part, the books reviewed were written in a highly commendable style and possessed the vitality and vigor which are requisite in good literature. Many were rich in historical and geographical content, and would be helpful as secondary reference material in the Alberta social studies program, particularly in Grades VII and VIII.

Librarians and teacher-librarians are urged to have a basic set of juvenile Canadianna on the library shelves. No book surveyed is recommended for discard. All the books on the list could be read with interest by young adolescents. If book ordering is limited, however, those books listed in the first two categories should receive priority of purchase. Such a basic set of juvenile Canadianna would serve the students well in giving them a sound background of Canada's history and geography, and a greater awareness and appreciation of Canada's cultural heritage.

Publishers are to be commended for their choice of books for publication. No book on the list was thought of as a completely incompetent work. However, publishers are also urged to accept and encourage for publication well-written books that deal with sports fiction, science fiction, and mystery and detective plots, as there is a great demand for this type of reading. The field of occupations and careers for girls is almost untapped; and, if such stories were placed in a modern setting, they would be most popular. There is definitely room for more juvenile Canadianna of all types, and

publishers would be well advised to give this field of literature the attention that it deserves.

The Alberta Department of Education recommends that each junior high school pupil read a maximum of ten books, and that these books be chosen from at least four different fields, e.g., western, family, historical, adventure, biography, science and hobbies.⁴ Since these suggested fields are covered by the books reviewed, the Leisure Reading Committee of the Department of Education is, therefore, urged to include all books listed in Categories I and II in their Invitation to Read series in order that the cultural aim of the literature programme be met adequately.

Recommendations for Further Study

Of significance in any form of book selection are the criteria used. Although the criteria selected for the present study proved valid when compared with a small student sample, the number of respondents was somewhat limited. It is suggested that further study of evaluative criteria be undertaken, using a wider sampling of junior high school students over an extended period of time.

Studies could be conducted with segregated boys' and girls' literature classes to determine whether or not literature might best be taught from the sex differential reading interest approach. Other studies could be conducted using sex segregation within the classes for certain portions of the literature programme.

A survey of Alberta school libraries might be undertaken to determine the representation of juvenile Canadiana among the books

⁴. Junior High School Curriculum Guide for Literature, Province of Alberta, Department of Education, Edmonton, 1951.

on the shelves, and the extent to which such books are read by the junior high school students.

In summary the recommendations for further research indicate a need for (1) further testing of criteria for book selection on a broader basis, (2) experimental studies with literature classes segregated on the basis of sex, and (3) studies which survey school library resources insofar as juvenile Canadianna is concerned.

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E. UNPUBLISHED MATERIALS

Fisk, Robert R. "A Survey of Leisure Reading in the Junior High Schools of Alberta". Unpublished Master's thesis. The University of Alberta, Edmonton, 1961.

Hawrelko, John. "Some Factors Other Than Intelligence and Achievements in Literature 20". Unpublished Master's thesis. The University of Alberta, Edmonton, 1963.

APPENDICES

APPENDIX A

Library School
Ontario College of Education
University of Toronto

LIBRARY COLLECTIONS:
LITERATURE FOR ADULTS

OUTLINE FOR EVALUATING AND REVIEWING FICTION

Bibliographic data

1. Authority:

II. Content of book: described and evaluated

Subject and theme:

Plot:

Setting and Period:

Character delineation:

III. Structure

IV. Form and type

V. Treatment

VI. Style

VII. Significance, Comparison with other novels

VIII. Reader appeal and use in libraries

- References: Haines, H.E. Living with books. 1950. p. 131-134, 522-530.
Haines, H.E. What's in a novel. 1942. p. 247-252.
Carter, M.D. and W. J. Bonk. Building library collections. 1959. p. 92-93, 103-105. 2d ed. 1964. p. 98-99, 109-111.
Drewey, J.E. Book Reviewing. 1945. p. 71-81.
Forster, E.M. Aspects of the novel. 1927.
Lubbock, Percy. The craft of fiction. 1921.

Library School
University of Toronto

Library Collections
Literature for Adults

OUTLINE FOR EVALUATING AND REVIEWING NON-FICTION

Bibliographic data

Author	Title	Edition	Place Publisher	Date	Paging	Illus.	Series
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I. Authority

II. Content of Book: described and evaluated

Subject and scope

Author's purpose and point of view or bias

Treatment of material

OUTLINE FOR EVALUATING AND REVIEWING NON-FICTION

III. Structure

Organization

Sentence structure and vocabulary

IV. Quality of thought and style

V. Physical characteristics

VI. Significance. Comparison with other books

VII. Interest and values for readers and use in the library

References: Haines, H E. Living with books. 1950. ch. 3, 7.
Carter, M.D. and W.J.Bonk. Building library collections.
1959. p. 90-92. 2nd ed. 1964. p. 96-98.

PUPILS' EVALUATION FORM

NAME: _____ GRADE: _____ BIRTHDAY: _____

BOOK _____

After you have read the book make a judgment of it by answering each of the questions that follow. Please underline your answer.

1. Do you think the book is suitable for your grade and group? i.e., Would you recommend it to your friends? Would you recommend that teachers (and parents) buy this book for their young teen-agers?

(a) Definitely yes (c) Doubtful
(b) Perhaps (d) Definitely no

2. Did the book satisfy your curiosity about something? Did you recognize in the characters the same worries, anxieties, fears, likes, and dislikes that you have? Did the book make you think or become aware of situations and things that were new to you?

(a) Yes (c) Not very much
(b) To a certain extent (d) Did not seem real at all

4. Do you think that the writer was fair in presenting the people and the events to you? Did he present both sides of a situation without being definitely one-sided?

(a) Very much so (c) Not very fair
(b) Yes (d) Not at all

5. Did you understand the writer? Were you able to follow the story or the descriptions quite easily? Did you like the way the story was written (catchy words or phrases, humor, interest, dialogue)?

(a) All the time (c) Only some of the time
(b) Most of the time (d) Not at all

6. Did the subject matter of the book interest you? Do you like reading books on the same subject? (Subject would mean what the book is about, e.g., animals, adventure, mystery, famous men and women, sports, war, science, etc.)

(a) Very much (c) Not very much
(b) Quite a bit (d) Not at all

7. Did you learn anything about Canada as you read this book? Did you learn something new about her history, famous men and women, geography, problems of her people, animals, sports, or the customs and habits of certain groups?

(a) A great deal (c) A little
(b) Quite a bit (d) Nothing at all

EVALUATION CHART FOR SELECTION PANEL

FICTION

- To a Great Degree - 3
- To Some Degree - 2
- To a Small Degree - 1
- Does Not Meet the Criterion - 0

Title	Author	Criteria						
		Suitab- ility	Desira- ability	Truth to Life	Unbiased Inter- pretation	Style	Pupil Interest	Cultural Content
Abitibi Adventure	J. Hambleton							
Adventures North	K. Pinkerton							
Anne of Avonlea								

EVALUATION CHART FOR SELECTION PANEL

NON-FICTION

To A Great Degree - 3

To Some Degree - 2

To a Small Degree - 1

Does Not Meet the Criterion - 0

Title	Author	Criteria						
		Suitab- ility	Desir-	Truth to life (Accuracy)	Fairness	Vitality (Style)	Pupil Interest	Cultural Content
Adventures From the Bay	C. Wilson							
Battle For the Rock	J. Schull							
Captain of the Discovery	R. Haig-Brown							

EVALUATION GUIDE FOR THE SELECTION PANEL

1. Is the subject matter suitable and desirable for young people?

As an adult, a teacher, or a librarian, one has been trained to know whether a certain book is suitable or desirable for young people. By and large, every book on the list is suitable and desirable. The problem confronting the evaluator is one of degree. How should the subject matter be scored? This may best be answered by citing a few books whose subject matter would not be considered suitable for young people in grades VII to IX, even though the books may be popular among, and suitable for, older students. Pierre Salinger's Catcher in the Rye though a very suitable book for the older teen-ager is hardly desirable for the younger adolescent. The humorous treatment of the mating habits of wolves in Farley Mowat's Never Cry Wolf will appeal to the older student but would be meaningless to the average junior high school student.

2. Will the subject matter tend to develop desirable attitudes, and appreciation?

If the subject matter of the book contributes in any way to the character building, or has a strong moral tone to it without in any way pretending to 'preach', it should score high in evaluation. Books such as the ones about Father Lacombe and Chief Crowfoot are excellent examples of subject matter that contributes to character building. Jack Hambleton's books Fire in the Valley and Wolverine will tend to develop a concern for conservation of natural resources and thus should score high on this criterion. If a book's subject matter is treated so superficially that it

does not stimulate or provoke thought, or inspire, then it should rate low on the evaluative scale.

3. Is the story true to life?

A story to be meaningful must be within the realm of probability. Sensationalism, exaggeration, or distortion would lead toward a low evaluation. The plot should tend to be original, simple and probable. An involved plot would make the book too difficult and confusing for the young adolescent. In books of non-fiction the subject matter should be accurate and there should be some authority (letters, files, maps, accounts, eye-witnesses, etc.) to back the statements made. In books of fiction dramatic interest must be sustained. Suspense is all important to the young reader. Events should follow logically. The young adolescent is quite able to detect inconsistency of character, a hackneyed plot, or the 'deus ex machina' device.

4. Is the subject matter presented from a true and unbiased viewpoint?

In fiction the situations must be true to time and place. Characters should be cast without bias or prejudice. Too often in Canadian fiction we have as the villain a French-Canadian, a metis, or an Indian. Should the time and place warrant casting such a villain it can be excusable - but to have a French-Canadian as a villain in a novel based on the Yukon in the 1900's is another matter. J. F. Hayes' Treason at York is a good example of an unbiased approach to the war of 1812 as he depicts heroism and villainy on both sides of the border. In non-fiction the facts must be presented fairly and truthfully. The author's point of view should be fair-minded and conservative. Edward McCourt's

Revolt in the West is a non-partisan presentation of the Riel Rebellion that is eminently fair to the period, and to the people on both sides of the struggle.

5. Style and Presentation

Here the workmanship of the author will have to be considered. Does the work show any creative power? Is the author's form appropriate to the thought? Is his style clear and graphic, readable, and appropriate for the readers for whom it was intended? In non-fiction does the author present his work with the vitality and interest necessary to bring his characters, or his times, alive? If an author is too scholarly, too brief, or too exhaustive his work would suffer as a result and the evaluation would be low on this criterion.

6. Is the subject matter interesting?

As there is available a list of the expressed reading preferences of Alberta junior high school students, this is the most objective of the criteria listed. If the greater portion of the book is on the following interests it has to be awarded the maximum rating score:

Non-Fiction

1. Accounts of War and Conquest
2. Biographies
3. Nature Books - Animals
4. Careers and Grooming
5. Sports

Fiction

1. Mystery and Detective
 2. Western
 3. Adventure About Young People
 4. Sport Stories
 5. Mild Romance
 6. Science Fiction
 7. Careers and Personal Achievement
7. Does it give a faithful representation of the Canadian cultural heritage and the Canadian way of life?

The more a book brings with it an account of Canada's history, geography, peoples, customs, traditions, problems or achievements the higher it will rate on the evaluation scale. Those books that create a strong sense of a common past or common problems do much to integrate a people. Most valuable will be those that give life and color to the events, crises, famous figures, and ordinary people of the past and present.

Books for Girls

Anne of Green Gables
 Anne of Avonlea
 Anne of the Island
 Bells on Finland Street
 Famous Women
 Gully Farm
 Kilmeny of the Orchard
 Little Magic Fiddler
 Loon Feather, The
 Maria Chapdelaine
 Mrs. Mike
 Muskoka Holiday
 Outposts of Peril
 Peddler's Crew
 Pegeen and the Pilgrim
 Pioneer Girl
 Samantha's Secret Room
 Separate Person, A
 Stone Cottage Mystery, The
 Summer in Ville Marie
 Trail of the Red Canoe, The
 Trail of the Broken Snow, The
 We Chased a Rainbow
 With the West in Her Eyes
 Yellow Boots

L. M. Montgomery
 L. M. Montgomery
 L. M. Montgomery
 L. Cook
 R. H. Saunders
 M. Hiemstra
 L. M. Montgomery
 L. Cook
 I. Fuller
 L. Hemon
 B. Freedom
 J. Boyle
 A. Malkus
 K. Pinkerton
 L. Cook
 M. Caswell
 L. Cook
 E. Holland
 J. Boyle
 P. Daveluy
 M. Govan
 M. Govan
 H. Reynolds
 K. Strange
 V. Lysenko

Books for Boys

Abitibi Adventure
 Black Joke, The
 Boy and Five Huskies
 Boy on Defense
 Boy Who Ran Away
 Bugles in the Hills
 Bush Pilots
 Calgary Challengers, The
 Canal Boy
 Force Carries On, The
 Fort in the Forest, The
 Friendly Force, The
 Fur Brigade, The
 Geologists and Prospectors
 Hockey Night in Canada
 Knights of the Air
 Let's Play Hockey
 Lost in the Barrens
 Man Hunters, The
 Mounty in a Jeep
 My Uncle Joe
 Nkwala
 Oak Island Mystery
 Oil Trails in Headless Valley
 Rocket Richard

J. Hambleton
 F. Mowat
 R. Guillot
 S. Young
 J. Phelan
 J. F. Hays
 M. M. Shaw
 T. M. Longstreth
 M. Greene
 T. M. Longstreth
 J. Barbary
 D. Spettigue
 R. D. Ferguson
 M. H. Shaw
 F. Hewitt
 J. N. Harris
 L. Patrick & L. Monahan
 F. Mowat
 F. Swayze
 T. M. Longstreth
 J. McNamee
 E. L. Sharp
 R. V. Harris
 J. Holliday
 A. O'Brien

Royal Canadian Mounted Police
Salt Water Men, The
Salt Water Summer
Scrubs on Skates
Showdown
Temagami Guide
Treasure in the Rock
Wings Over Labrador
Wolverine

R. I. Neuberger
J. Schull
R. L. Haig-Brown
S. Young
T. M. Longstreth
J. Hambleton
H. Rich
J. Hambleton
J. Hambleton

BOOKS CLASSIFIED ACCORDING TO INTEREST CATEGORIESNON-FICTIONBoys1. ACCOUNTS OF WAR AND CONQUEST

Battle for the Rock
Buckskin Brigadier
Fighting LeMoynes, The
Knights of the Air
Raiders of the Mohawk
Revolt in the West
Shadows on the Rock
Tecumseh: Destiny's Warrior

2. NATURE BOOKS

Book of Grey Owl, A
Last of the Curlews
Owls in the Family
Pilgrims of the Wild
Sajo and Her Beaver People
Treasure in the Rock

3. BIOGRAPHIES

Adventure of Canadian Painting, The
Adventurers from the Bay
Bay of the North
Behind the Palisades
Blind Date
Bold Heart, The
Bush Pilots
Captain of the Discovery
Captured by the Mohawks
Champlain of the St. Lawrence
Champlain, Northwest Voyageur
Company of Adventurers
Driftwood Valley
Famous Canadian Stories
Famous Doctors
Famous Indians
Famous Musicians
Farthest Shores, The
Force Carries On, The
Forgotten Canadians
Franklin of the Arctic
Frontenac and the Iroquois
Fur and Gold
Fur Trader
Geologists and Prospectors
Great Chief, The
Hudson of the Bay

John Black of Kildonan
 Knights of the Air
 Link Between the Oceans
 Man Hunters, The
 Mapmaker, The
 Mission Among the Buffalo
 Mocassin and Cross
 Mutiny in the Bay
 Northern Exposure
 Nor'Westers, The
 On Foot to the Arctic
 Pioneers in Agriculture
 Queen's Cowboy
 Redcoat Sailor
 Rocket Richard
 Runner of the Woods
 Salt Water Men, The
 Son of the Mohawks
 Traders North
 Trailmaker
 True North, The
 With Hearts Courageous

4. EXPLORATION

Arctic Assignment
 Captain of the Discovery
 Champlain, Northwest Voyageur
 Far Pastures
 Farthest Shores, The
 Franklin of the Arctic
 Link Between the Oceans
 Mapmaker, The
 Oak Island Mystery
 Oil Trails in Headless Valley
 On Foot to the Arctic
 People of the Deer
 Trailmaker
 True North, The

5. MISCELLANEOUS NON-FICTION

a) Historical

Airborne from Edmonton
 Between the Red and the Rockies
 Canada and Her Story
 Canadian Story, The
 Canadian Yesterdays
 Golden Trail, The
 Land and People of Canada, The
 Parliament of Canada, The
 Quebec, Historic Seaport
 Quebec, Portrait of a Province

Red River Adventure
 Red River Runs North
 River of Canada
 Scarlet Force, The
 St. Lawrence, The
 St. Lawrence Seaway
 Story of Canada, The
 Tales of the Sea
 Trail of '98

b) Geographical

Arctic Assignment
 Fraser, The
 MacKenzie, The
 Saskatchewan, The

c) Sports

Along Olympic Road
 Great Days in Canadian Sport
 Hockey Night in Canada
 Ken Watson on Curling
 Let's Play Hockey
 Rocket Richard

d) Animals

Brown Paws and Green Thumbs
 Dog Who Wouldn't Be, The
 Grizzlies in Their Back Yard
 Wild and Free

e) Indians and Eskimos

Canadians of Long Ago
 Desperate People, The
 Eskimo, The
 Indians of Canada
 Indian Speaks, The
 People of the Deer
 Sea Hunters

f) Humor

Dog Who Wouldn't Be
 Doukhabor Daze
 Grizzlies in Their Back Yard
 Homebrew and Patches
 Mostly in Clover
 Owls in the Family

g) Travel

Cargoes on the Great Lakes
 My Other Islands
 Romance of the Canadian Canoe, The
 These are the Maritimes

h) Careers and Occupations

Friendly Force, The
 Mink, Mary and Me
 Oil Trails in Headless Valley
 Ranch on the Cariboo
 Royal Canadian Mounted Police
 Trap Lines North

Girls1. BIOGRAPHIES

Famous Women
 Gully Farm
 Pioneer Girl

Also suitable from boys' listings

Adventure of Canadian Painting, The
 Blind Date
 Bold Heart, The
 Famous Canadian Stories
 Famous Doctors
 Famous Musicians
 John Black of Kildonan
 Mission Among the Buffalo
 Mocassin and Cross
 Pioneers in Agriculture
 With Hearts Courageous

2. OCCUPATIONS AND CAREERS

Famous Women
 Mink, Mary and Me

3. SELF IMPROVEMENT AND GROOMING

Nil

4. EXPLORATIONS

Captain of the Discovery
 Champlain, Northwest Voyageur
 Far Pastures
 Farthest Shores, The

Franklin of the Arctic
 Link Between the Oceans
 Mapmaker, The
 On Foot to the Arctic
 People of the Deer
 Trailmaker
 True North, The

5. MISCELLANEOUS

a) Historical

Airborne from Edmonton
 Between the Red and the Rockies
 Canada and Her Story
 Canadian Story, The
 Canadian Yesterdays
 Golden Trail, The
 Land and People of Canada, The
 Parliament of Canada, The
 Quebec, Historic Seaport
 Quebec, Portrait of a Province
 Red River Adventure
 Red River Runs North
 River of Canada
 St. Lawrence, The
 Story of Canada, The
 Trail of '98

b) Geographical

Fraser. The
 MacKenzie, The
 Saskatchewan, The

c) Sports

Along Olympic Road
 Great Days in Canadian Sport

d) Animals

Brown Paws and Green Thumbs
 Dog Who Wouldn't Be, The
 Grizzlies in Their Back Yard

e) Indians and Eskimos

Canadians of Long Ago
 Desperate People, The
 Eskimo, The
 Indians of Canada
 Indian Speaks, The
 People of the Deer
 Sea Hunters

f) Humor

Doukhobor Daze
 Grizzlies in Their Back Yard
 Owls in the Family

g) Travel

Cargoes on the Great Lakes
 These are the Maritimes

FICTIONBoys1. MYSTERY AND DETECTIVE

Black Totem, The
 Boy and Five Huskies
 Levko
 Smugglers Cove
 Trial by Ice

2. WESTERN

Blackfoot Crossing
 Boy Who Ran Away
 Chuckwagon of the Circle B
 Fur Brigade, The
 Golden Feather
 Jake and the Kid
 Morgan's Mountain
 Mounty Patrol
 My Uncle Joe
 Spitzee Anota
 Sukanabi
 Younger Borthor

3. SPORT STORIES

Boy on Defense
 Calgary Challengers
 Scrubs on Skates
 Showdown

4. ANIMAL STORIES

Call of the Wild, The
 Incredible Journey, The
 Minado
 Panther
 Ranger, Sea Dog of the Royal Mounted
 Return of Silver Chief

Silver Chief, Dog of the North
 Silver Chief to the Rescue
 Silver Chief's Big Game Trail
 Silver Chief's Revenge
 Seokoo of the Black Wind
 Sol Labonte
 Snow Dog
 White Fang
 Wild Trek
 Wolf King, The

5. SCIENCE FICTION

Nil

6. HUMOROUS STORIES

Jake and the Kid
 My Uncle Joe
 Sunshine Sketches of a Little Town

7. HISTORICAL FICTION

Buckskin Colonist
 Bugles in the Hills
 Canal Boy
 Drummer Boy for Montcalm
 Fort in the Forest
 Golden Dog, The
 Guns at Quebec
 Ian of the Red River
 Land Divided, A
 Rebel on the Trail
 Rebels Ride at Night
 River of the Wolves
 Sword of the Wilderness
 Tonty of the Iron Hand
 Treason at York
 With Wolfe in Canada
 Yellow Briar, The
 Young Mac of Fort Vancouver
 Young Surveyor, The

8. NORTHERN ADVENTURE

Adventure North
 Cariboo Trail
 Farther North
 Fox Island
 Lost in the Barrens
 Northern Trail Adventure
 North to Adventure
 Nuwat the Brave
 Quest in the Cariboo

Silver Strain, The
Starbuck Valley Winter
Tomorrow Island
Windigo

9. ADVENTURE

Abitibi Adventure
Algonquin Adventure
Black Bass Rock
Flight Into Danger
Golden North
Golden Feather
Mounty in a Jeep
Road to Kip's Cove
Showdown
Strange One, The
Temagimi Guide
White Gold in the Cassiar
Wild Winter
Wings Over Labrador
Wolverine

10. SEA STORIES

Black Joke, The
Black Totem, The
Dangerous Cove, The
Salt Water Summer
Steer North

11. NATURE

Fire in the Valley

12. FAMILY

Kristli's Trees
Jalna

13. MYTHS, LEGENDS

Glooskap's Country
Sketco, The Raven
Tales the Totems Tell
Whale People, The

Girls1. MYSTERY AND DETECTIVE

Samantha's Secret Room
Stone Cottage Mystery, The

2. ADVENTURE ABOUT YOUNG PEOPLE

Anne of Green Gables
Anne of Avonlea
Anne of the Island
Loon Feather, The
Muskoka Holiday
Peddler's Crew
Summer in Ville Marie
Trail of the Red Canoe, The
Trail of the Broken Snow, The
We Chased a Rainbow

3. LOVE STORIES

Kilmeny of the Orchard
Mrs. Mike
Separate Person, A
Wilderness Wife

4. CAREER AND PERSONAL ACHIEVEMENT

Bells on Finland Street
Little Magic Fiddler
Maria Chapdelaine
Pegcen and the Pilgrim
Yellow Boots

TABLE VIII

BOYS' AND GIRLS' SEPARATE RATINGS OF TEN SELECTED BOOKS

Title	No. of Boys Reading	Corrected Score	Boys' Rating	No. of Girls Reading	Corrected Score	Girls Rating
Abitibi Adventure	4	60	<u>6</u>	3	53	<u>2</u>
Boy on Defense	5	69	<u>3</u>	1	64	<u>4</u>
Dog Who Wouldn't Be, The	3	69	<u>5</u>	4	53	<u>7</u>
Fur and Gold	3	73	<u>1</u>	3	62	<u>6</u>
Ken Watson on Curling	2	54	<u>8</u>	3	44	<u>10</u>
Mounty Patrol	4	68	<u>4</u>	3	64	<u>4</u>
Queen's Cowboy	4	71	<u>2</u>	3	67	<u>3</u>
Samantha's Secret Room	1	36	<u>10</u>	6	69	<u>2</u>
Stone Cottage Mystery	3	47	<u>2</u>	6	75	<u>1</u>
True North, The	3	55	<u>7</u>	3	53	<u>7</u>

TABLE IX

THE BOOK LIST SHOWING TOTAL EVALUATIVE SCORES

Title	Author	Score
Abitibi Adventure	J. Hambleton	67
Adventures of Canadian Painting, The	R. S. Lambert	54
Adventures From the Bay	C. Wilson	60
Adventures North	K. Pinkerton	70
Airborne From Edmonton	E. L. Myles	65
Algonquin Adventure	R. J. Cooke	48
Along Olympic Road	F. Hewitt	47
Anne of Avonlea	L. M. Montgomery	71
Anne of Green Gables	L. M. Montgomery	71
Anne of the Island	L. M. Montgomery	64
Arctic Assignment	F. S. Farrar	60
Battle for the Rock	J. Schull	64
Bay of the North	R. Syme	69
Behind the Palisades	G. S. McTavish	64
Bells on Finland Street	L. Cook	58
Between the Red and the Rockies	G. MacEwan	56
Black Bass Rock	M. MacDonald	54
Blackfoot Crossing	N. Sluman	68
Black Joke, The	F. Mowat	70
Black Totem	E. Bell	77
Blind Date	J. Windsor	61
Bold Heart, The	J. Phelan	77
Book of Grey Owl, A	A. S. Belaney (Grey Owl)	69
Boy and Five Huskies	R. Guillot	62
Boy on Defense	S. Young	72
Boy Who Ran Away	J. Phelan	59
Brown Paws and Green Thumbs	C. Pearson	46
Buckskin Brigadier	E. McCourt	72
Buckskin Colonist	J. F. Hays	73
Bugles in the Hills	J. F. Hays	79
Bush Pilots	H. M. Shaw	78
Calgary Challengers, The	T. M. Longstreth	50
Call of the Wild, The	J. London	75
Canada and Her Story	M. G. Bonner	67
Canadians of Long Ago	K. E. Kidd	59
Canadian Story, The	M. McNeer	60
Canadian Yesterdays	E. A. Collard	70
Canal Boy	M. Green	52
Captain of the Discovery	R. Haig-Brown	66
Captured by the Mohawks	S. North	68
Cariboo Trail	C. Harris	72
Cargoes on the Great Lakes	M. McPhedran	70
Champlain of the St. Lawrence	R. Syme	76
Champlain, Northwest Voyageur	L. H. Tharp	66
Chuckwagon of the Circle B.	V. Fidler	62

TABLE IX (Cont'd.)

Title	Author	Score
Company of Adventurers	L. H. Tharp	77
Dangerous Cove, The	J. F. Hayes	71
Desperate People, The	F. Mowat	75
Dog Who Wouldn't Be, The	F. Mowat	63
Doukhobor Daze	H. O'Neail	53
Driftwood Valley	T. M. Stanwell-Fletcher	66
Drummer Boy for Montcalm	W. P. Hays	71
Eskimo, The	S. Bleeker	58
Famous Canadian Stories	G. E. Tait	75
Famous Doctors	V. W. Pratt	75
Famous Indians	E. B. Monture	77
Famous Musicians	L. G. McCready	61
Famous Women	R. H. Sanders	78
Far Pastures	R. M. Patterson	58
Farther North	K. Pinkerton	65
Farthest Shores, The	R. Haig-Brown	75
Fighting Le Moynes, The	F. Swayze	68
Fire in the Valley	J. Hambleton	71
Flight Into Danger	A. Hailey	68
Force Carries On, The	T. M. Longstreth	74
Forgotten Canadians	H. F. Wood	66
Fort in the Forest, The	J. Barbary	72
Fox Island	K. Pinkerton	71
Franklin of the Arctic	R. S. Lambert	75
Fraser, The	B. Hutchison	63
Friendly Force, The	D. Spettigue	59
Frontenac and the Iroquois	F. Swayze	75
Fur and Gold	R. Haig-Brown	73
Fur Brigade, The	D. Reynolds	63
Fur Trader	R. D. Ferguson	64
Geologists and Prospectors	M. M. Shaw	70
Glooskap's Country	C. Macmillan	68
Golden Dog, The	W. Kirby	57
Golden Feather	R. L. Pharis	75
Golden North	M. McPhedran	70
Golden Trail, The	P. Berton	79
Grizzlies in the Back Yard	B. Day	61
Great Chief, The	K. Wood	77
Great Days in Canadian Sport	H. Roxborough	73
Gully Farm	M. Hiemstra	72
Guns at Quebec	A. Dwight	71
Hockey Night in Canada	F. Hewitt	56
Homebrew and Patches	H. J. Boyle	71
Hudson of the Bay	R. Syme	68
Ian of the Red River	R. Guttormsson	58
Incredible Journey, The	S. Burnford	72
Indians of Canada	D. Jenness	77
Indian Speaks, The	M. Borbeau	60
Jake and the Kid	W. O. Mitchell	66
Jalna	M. De La Roche	62

TABLE IX (Cont'd.)

Title	Author	Score
John Black of Kildonan	O. Knox	62
Ken Watson on Curling	K. Watson	51
Kilmeny of the Orchard	L. M. Montgomery	73
Knights of the Air	J. N. Harris	72
Kristli's Trees	B. M. Dunham	58
Land Divided, A	J. F. Hayes	77
Land and People of Canada, The	F. A. Ross	62
Last of the Curlews	F. Bodsworth	75
Let's Play Hockey	L. Patrick & L. Monahan	55
Levko	A. MacMillan	70
Link Between the Oceans	L. H. Neatby	63
Little Magic Fiddler	L. Cook	58
Loon Feather, The	I. Fuller	66
Lost in the Barrens	F. Mowat	82
MacKenzie, The	L. Roberts	63
Man Hunters, The	N. Swayze	67
Mapmaker, The	K. Wood	77
Maria Chapdelaine	L. Hemon	62
Minado, A. Tale of the Quebec Wilderness	E. Wilson	75
Mink, Mary and Me	C. Ferguson	64
Mission Among the Buffalo	J. E. Nix	67
Mocassin and Cross	S. Eaton	61
Morgan's Mountain	A. Mayse	68
Mostly in Clover	H. Boyle	59
Mounty in a Jeep	T. Morris Longstreth	76
Mountie Patrol	A. MacMillan	70
Mrs. Mike	B. Freedom	64
Muskoka Holiday	J. Blyle	62
Mutiny in the Bay	R. S. Lambert	78
My Other Islands	E. Richardson	63
My Uncle Joe	J. McNamee	51
Nkwala	E. L. Sharp	72
Northern Exposure	C. Harris	57
Northern Trail Adventure	W. Luthrop	67
North to Adventure	J. T. Rowland	68
Nor'Westers, The	N. W. Campbell	79
Nuwat the Brave	R. Doone	63
Oak Island Mystery	R. V. Harris	63
Oil Trails in Headless Valley	J. Holliday	57
On Foot to the Arctic	R. Syme	71
Owls in the Family	F. Mowat	71
Panther	R. Haig-Brown	79
Parliament of Canada, The	G. Hambleton	56
Peddler's Crew	K. Pinkerton	68
Pegeen and the Pilgrim	L. Cook	59
People of the Deer	F. Mowat	69
Pilgrims of the Wild	A. S. Belaney (Grey Owl)	62
Pioneer Girl	M. Caswell	73
Pioneers in Agriculture	E. Waterston	58
Queen's Cowboy	K. Wood	75

TABLE IX (Cont'd.)

Title	Author	Score
Quebec, Historic Seaport	M. de la Roche	58
Quebec, Portrait of a Province	B. Davies	57
Quest in the Cariboo	J. F. Hayes	75
Raiders of the Mohawk	O. Miller	75
Ranch on the Cariboo	A. Fry	71
Ranger, Sea Dog of the Royal Mounted	C. S. Strong	64
Rebel on the Trail	L. Cook	58
Rebels Ride at Night	J. F. Hayes	76
Redcoat Sailor	R. S. Lambert	66
Red River Adventure	J. W. Chalmers	74
Red River Runs North	V. Kelsey	63
Return of Silver Chief, The	J. O'Brien	68
Revolt in the West	E. McCourt	78
River of Canada	T. Bredin	77
River of the Wolves	S. Meader	66
Road to Kip's Cove	L. Cook	59
Rocket Richard	A. O'Brien	68
Romance of the Canadian Canoe, The	J. M. Gibbon	51
Royal Canadian Mounted Police	R. I. Neuberger	62
Runner of the Woods	C. T. Ritchie	75
Sajor and Her Beaver People	A. S. Belaney (Grey Owl)	56
Salt Water Men, The	J. Schull	63
Salt Water Summer	R. L. Haig-Brown	72
Samantha's Secret Room	L. Cook	68
Saskatchewan, The	M. E. Campbell	64
Scarlet Force, The	T. M. Longstreth	80
Scrubs on Skates	S. Young	71
Sea Hunters	S. Blecker	66
Seokee of the Black Wind	J. E. Chipperfield	73
Separate Person, A	E. Holland	63
Shadows on the Rock	W. Cather	69
Showdown	T. M. Longstreth	71
Silver Chief, Dog of the North	J. O'Brien	69
Silver Chief to the Rescue	J. O'Brien	68
Silver Chief's Big Game Trail	A. G. Miller	66
Silver Chief's Revenge	J. O'Brien	66
Silver Strain, The	K. Pinkerton	67
Sketco, The Raven	R. Ayre	63
Smuggler's Cove	M. MacDonald	60
Snow Dog	J. Kjølgaard	63
Sol Labonte	P. L. Martin	58
Son of the Mohawks	C. A. M. Edwards	62
Spitzee Anota	D. R. King	67
Starbuck Valley Winter	R. L. Haig-Brown	76
Steer North	K. Pinkerton	66
St. Lawrence, The	W. Towe	76
St. Lawrence Seaway	C. I. Judson	63
Stone Cottage Myster, The	J. Boyle	69
Strange One, The	F. Bodsworth	61
Story of Canada, The	D. Creighton	68
Sukanabi	D. R. King	76

TABLE IX (Cont'd.)

Title	Author	Score
Summer in Ville-Marie	P. Daveluy	77
Sun Horse, The	C. A. Clark	51
Sunshine Sketches of a Little Town	S. B. Leacock	57
Sword of the Wilderness	E. Coatsworth	68
Tales of the Sea	A. MacMechan	56
Tales the Totems Tell	H. Weatherby	61
Tecumseh: Destiny's Warrior	D. C. Cooke	62
Temagami Guide	J. Hambleton	73
These are the Maritimes	W. R. Bird	57
Tomorrow Island	K. Pinkerton	68
Tonty of the Iron Hand	F. Swayze	72
Traders North	W. McArthur	64
Trail of the Broken Snow, The	M. Govan	60
Trail of the Red Canoe, The	M. Govan	63
Trailmaker	R. S. Lambert	78
Trail of '98	L. Thomas Jr.	73
Trap Lines North	S. W. Meader	78
Treason at York	J. F. Hayes	79
Treasure in the Rock	H. Fash	58
Trial by Ice	W. G. Crisp	71
True North, The	T. C. Fairley & C. Israel	61
Turn East, Turn West	L. Creighton	67
We Chased a Rainbow	H. Reynolds	62
Whale People, The	R. L. Haig-Brown	71
White Fang	J. London	63
White Gold in the Cassiar	W. G. Crisp	73
Wild and Free	H. M. Batten	70
Wild Winter	K. Wood	72
Wild Trek	J. Kjølgaard	75
Windigo	A. P. Annixter	70
Winged Canoes at Nootka	P. Stephen	70
Wings Over Labrador	J. Hambleton	80
With Hearts Courageous	E. Kenton	62
With Wolfe in Canada	G. A. Henty	70
Wolf King, The	J. W. Lippincott	62
Wolverine	J. Hambleton	78
Yellow Boots	V. Lysenko	78
Yellow Briar, The	P. Slater	56
Young Mac of Fort Vancouver	M. J. Carr	64
Young Surveyor, The	O. Knox	67
Younger Borthier	G. P. Ringwood	64

APPENDIX C

ANNOTATIONS OF THE BOOKS IN CATEGORIES I AND II

CATEGORY I BOOKS

Bell, Eleanor

The Black Totem. Ryerson Press, 1960, 180 pp. \$3.50.

Laurie, Linda, and Gerry Fremont, and their cousin, Bob Marton, go out in Bob's boat on a fishing expedition along the British Columbia coast. Lost in a fog, they drift to a deserted Indian village where they meet a Mr. Robson. An escaped bank robber and a certain air of mystery add excitement and suspense to as fine a yarn as has ever been told about young people. Very well written and fast moving, the book will prove a favorite of boys and girls, aged thirteen to sixteen, who clamor for mystery-detective and adventure stories.

Berton, Pierre

The Golden Trail. Macmillan of Canada, 1954. Illustrated by Duncan MacPherson. 147 pp. \$2.50.

This is an exciting account of the days of the fabulous Klondike gold rush and the events that took place between 1896 and 1899. The account gives a graphic and complete picture from the original discoveries by George Cormack to the gradual decline of the great stampede. The hardships of the Chilkoot Pass, the perils of the many trails, starvation, wealth, and prospector's luck are vividly and accurately depicted. Basing his story on actual interviews, diaries, and published reports, the author brings to life the excitement and fever of the gold rush in a style that is clear and engaging enough to fascinate all readers and especially the juvenile ones.

Bodsworth, Fred

Last of the Curlews. Dodd, Mead, 1955. Illustrated by T. M. Shortt. 128 pp. \$3.00.

This book depicts the dramatic life cycles of the Arctic curlews which winters in Patagonia and flies the length of two continents to breed in the Arctic circle above Hudson Bay. Bodsworth startlingly portrays the wanton slaughter and the tragic extinction of the last of the species during its long migratory flight. Very well written and carrying a message of import for all, this book will be enjoyed by all lovers of Nature stories from Grade VII up.

Bredin, Thomas

River of Canada. Longmans Canada Ltd. 1962. Illustrated by J. L. Patterson. 134 pp. \$2.75.

Thomas Bredin tells the wonderful story of the discovery and exploration of Canada in the words of the early adventurers or in those of the people who lived at the same time. He states clearly, not only what we surmise and what we know but how we know it. The book takes its title from the great explorers who called the St. Lawrence, "la grande riviere du Canada". As each explorer, from the very beginning, ventures further up the great river, the picture unfolds until it culminates with the story of Champlain. From the writings of Cartier and Champlain come true accounts of the events of their lives, and a clear insight into that of the Indians of the time. Written in a clear and concise style, River of Canada should appeal to all students from grades VII through XII for it brings with it history that is treated with a fresh approach.

Campbell, Marjorie Wilkins

The Nor' Westers. Macmillan of Canada, 1954. Illustrated by Illingworth Kerr. 176 pp. \$2.50.

This book gives an account of the North West Company formed in 1779 by a group of fur traders and merchants in Montreal. Many of them did so with the idea of amassing a fortune from the fur trade, but others were perhaps stirred by other motives. Included among the latter were MacKenzie, Thompson, Peter Pond, Fraser, and McGillivray who were filled with the thirst for adventure and exploration. Very well written, the book is a valuable one for inclusion in a junior high school reference library.

Daveluy, Poule

Summer in Ville-Marie. Holt, Rinehart and Wilson, New York, 1962, translated from the French by Monroe Stearns. 142 pp. \$3.75.

Summer in Ville-Marie is set in a quiet little French Canadian village. Rosanne Fontaine, a sixteen-year old girl from Montreal, spends her summer in Ville-Marie where she meets a young doctor and falls in love with him. The joys and heartaches of a first love, the rivalry between Rosanne and her cousin Colette, her growing disillusionment with Yves, and finally her meeting with the young man she is to marry, are presented with warmth and understanding against the background of French-Canadian life in a typical Quebec village. The book, in its original French version, won the 1960 Bronze Medal of the Canadian Library Association and will satisfy the reading interests of all junior and senior high school girls.

Haig-Brown, Roderick L.

The Farthest Shores. Longmans Green & Co., 1960. Illustrated by Frank Newfeld. 127 pp. \$2.75.

The discovery and exploration of the Pacific coast of Canada is presented through the biographical accounts of the voyages of Vancouver, Mudge, Fraser, Mackenzie, and David Thompson. Based on a careful examination of the original documents of the explorers, the accounts are dramatically presented by the skilful and distinguished author of Panther, and Starbuck Valley Winter. It was originally written for radio broadcast over the C.B.C. in 1958, and the dialogues of the plays have been retained for choral use in schools. It is very well written and boys and girls in grades VII and VIII especially, will enjoy the adventure-some tone and the dangers and hardships faced by dedicated trail blazers.

Panther. Collins, London, 1946. 191 pp. \$3.50.

An engrossing animal story that has been criticized at times because it depicts hunting dogs being killed by panthers. However, as survival is the code of the wild, the author gives a startlingly true and unemotional picture of nature that will do no harm to any reader. Ki-yu the panther was neither cruel nor kind. He killed because of hunger, fear, or the desire to protect mate and family. The details are accurate: the setting is Vancouver Island. Cecil Smith is a great panther hunter, and the most of his experiences are in this book. The account is superbly written and, while its appeal will be general throughout the junior high school grades, the reading may be slightly difficult for some of the grade VII and VIII children.

Starbuck Valley Winter. Collins, London, 1963. Illustrated by Charles DeFeo. 254 pp. \$1.75.

Don Morgan and Tubby Miller spend the winter in Starbuck Valley, deep in the woods of British Columbia. Here they hunt and trap but with little success.

Although knowing that he was an inexperienced trapper, Don felt that this was an opportunity to prove to himself and his family that he could go ahead with a plan that was risky. Don's courage is tested when Tubby suffers a serious axe cut and, through his experience, his strength and judgment are developed. This is an interesting tale, very well told, and one which will captivate the imagination of any teen-aged boy.

Hambleton, Jack

Wings Over Labrador. Longmans Green & Co., 1957. 168 pp. \$3.50.

Bill Hanson and his plane are chartered by Dr. James Reid to fly over the unknown Labrador territory on an unexplained mission. The discovery of rich iron ore deposits opens up a remote part of Canada, and introduces Bill to a life very different from that to which he had been accustomed. He finds himself in the air freighting business in a very big way as he is responsible for the transportation of all the heavy equipment needed for the gigantic task of delivering the iron ore to a shipping port within a two year deadline. In other words, this is the story of the development of the great Labrador iron deposits. The modern setting is presented in a completely understandable style, and the story woven around incidents that include a plane crash and the exploits of Bill's dog Mickey, will appeal to all lovers of adventure stories. It is especially suitable for boys from the ages of twelve to sixteen.

Wolverine. Longmans Green & Co., 1954. 184 pp. \$3.00.

Bill Hanson, hero of Jack Hambleton's series, attempts to show an American boy from New York what life is like in the wilderness of Northern Ontario.

Tom Carson is intelligent, friendly, and enthusiastic, and he soon learns the ways of the North. The Hudson's Bay Co., Indians, Eskimos, and a disguised spy, Father Henry, make this an interesting and exciting tale of adventure. Helped by Chief Ghesing's Indians the boys bring Father Henry to justice.

Written with force, accuracy, and with a swift pace, the story will appeal to all junior high school readers who clamour for spy and mystery stories.

Hayes, John F.

Bugles in the Hills. Copp, Clark Co. 1955. Illustrated by F. J. Finley. O.S.A. 312 pp. \$3.50.

This is a story based upon the formation of the Royal Canadian Mounted Police. The hero of the story is the teen-aged son of a wagon master from the Red River. Bill and his faithful horse, Streak, are hired by the North West Mounted Police to assist in the famous and historic trek from Dufferin, Manitoba to Fort MacLeod. The trials of the long journey, a traitorous guide, Bill's capture by the whiskey traders, his escape and the vital information which he brings back to the police, all make this a completely believable story. Accurate historical background, a pleasing narrative, and a swift-paced style make this book a favourite with juvenile readers.

A Land Divided. Copp Clark Co., 1951. Illustrated by F. J. Finley, O.S.A. 287 pp. \$3.50.

This story is woven around the historic events leading to the expulsion of the Acadians.

Michael Harvey and his French cousin, Pierre Duchene, search for Michael's father, Captain Harvey, who was captured while on a patrol during the struggle between the French and English in 1755. Eventually they succeed in effecting his escape from the French.

The characters are engagingly presented and both the French and English views are fairly and sympathetically treated. The book is immensely valuable for its unbiased treatment of the temper of the times. Both boys and girls will find a wealth of historic information and reading pleasure in this action-packed story.

Quest in the Cariboo. Illustrated by Fred Finley, R.C.A. Copp Clark Co., 1960. 238 pp. \$3.50.

This is another Hayes' tale, using a Canadian historical setting. Roger Stone goes out to the Cariboo to search for his brother, Craig, believed lost in the gold rush as a result of foul play. Wong, the family's Chinese servant, organizes the many Chinese labourers to help Roger in his quest. Using a blend of truth and fiction, Hayes, master writer that he is, weaves an intriguing and adventure-filled story that is certain to be a favorite with boys from the ages of thirteen to sixteen.

Rebels Ride at Night. Illustrated by Fred J. Finley, R.C.A. Copp Clark Co. 1953. 284 pp. \$3.50.

Winner of the Governor-General's Award for Juveniles in 1953, this is the story of the Rebellion of 1837, led by William Lyon Mackenzie.

The hero, Frank Sanford, comes to Toronto to work with Duffy Douget on the wharf at the foot of Church Street. He becomes involved in the uprising as a Mackenzie man, and he and Duffy go through exciting and suspense-filled adventures. They help to clear the deed to the family farm, and find security after the rebellion is over. Written with the authority that he always uses, this Hayes tale is another story to delight teen-aged boys.

Treason at York. Copp Clark Co., 1960. Illustrated by F. J. Finley, O.S.A. 314 pp. \$1.79.

Little did Alan Crawford suspect that when he hid for fun, he would hear a plot that was to affect the lives of many and threaten the very existence of the Canadian colonies.

This totally believable and historically accurate story of suspense, adventure, secret missions, and treason is set in the little town of York in 1812 at the outset of the war between Canada and the United States. Much history and Canadian-American inter-relationships are presented together with the adventures of Alan and his friend, and the story is presented with the unbiased viewpoint that is evident in all of Hayes' books. Junior high school students will clamor for more of the same.

Jenness, Diamond

Indians of Canada. Ottawa, Queen's Printer, 4th Ed. 1958.
226 pp. \$6.00.

This is a rather complete treatment of the social, political, historical and religious life of the Indians and Eskimos of Canada. It is authoritative and accurate, and in many cases gives a specific and detailed account of the ways and legends of the various Indian tribes. It is illustrated by both black and white and color prints. Although it may seem by some standards, to be rather difficult and scholarly for the average juvenile, it certainly deserves a place on the shelves of any junior high school library.

King, D. R.

Sukanabi. Longmans Green and Co., 1955. 237 pp. \$3.25.

On his way to join his father in Canada young Ted MacDonnell is shipwrecked and separated from his mother near the shores of Newfoundland. Rescued and united with his father, the boy leaves for Fort Edmonton with his father from where, with their French Canadian partner, Rene Croteau, the father and son trek to southwestern Alberta and set up a trading post on the Spitzee River.

Whiskey traders enrage the Stoney Indians who burn the forts. In the ensuing confusion Ted escapes and heads for the mountains where he lives alone for three years, only occasionally meeting with his Indian blood brother White Calf.

The story of his adventures and trials and of his eventual reunion with his mother as well as his father is a thrilling adventure graphically related in a completely understandable style, a tale that should satisfy any young boy's craving for bold and rugged adventure.

Kjelgaard, Jim.

Wild Trek. Holiday, 1950. 253 pp. \$2.95.

A combination of adventure and the exploits of a dog make this tale of the north a natural for all adventure lovers. Chiri, the half-wild hero of Snow Dog, and his trapper master set out to find and rescue a naturalist whose plane has been forced down in the Caribou Mountains. Although the plot is not novel, Kjelgaard's handling of the story and his direct writing will thrill young readers.

Lambert, Richard S.

Franklin of the Arctic. McLelland & Stewart Ltd., 1956.
354 pp. \$3.95.

This is the exciting story of the discoverer of the Northwest Passage, his mysterious disappearance, and the long exhaustive search to discover his fate. The book is illustrated with photographs and maps, and is completed with a glossary and bibliography. This highly-accurate account is well researched and won the Governor General's Juvenile Award for 1950. It will appeal to all junior high school students and is a valuable addition to the juvenile Canadiana section.

Mutiny in the Bay. Macmillan of Canada, 1958. 162 pp. \$2.50.

This is another title in the series of Great Stories of Canada. It is the stirring tale of Henry Hudson's last voyage and the mutiny of the Discovery's crew. It gives an account of the mutineer's return voyage to England and the attempts to discover Hudson's fate. The account is vividly presented and abounds in authentic detail. It will be enjoyed by boys and girls from the ages of ten to fifteen.

Trailmaker: The Story of Alexander Mackenzie. McClelland and Stewart 1957. 160 pp. \$2.95.

This is a colourful and well documented account of the travels of this great Canadian explorer. It gives an account of his discovery of the Mackenzie river and his initial disappointment in his search for a route through the Rocky Mountains. It concludes with his now famous voyage up the Peace River and across the Rockies to the Pacific at Bella Coola. It is documented with maps and should prove interesting reading for any boy or girl from the ages of twelve to sixteen who is interested in discovery and exploration.

London, Jack

Call of the Wild. Macmillan Co. New York, 1963. 130 pp. \$4.05.

Buck, a dog, finds life in the Yukon a new experience. Born in San Francisco and taken to the Klondike by a gold prospector, he adapts to the rigors of life as a sled dog. His experiences are varied and he is treated by extremes of cruelty and kindness depending upon the whims of his masters. Eventually he obeys the 'call of the wild' and leads a pack of wolves in and out of daring adventure in their fight for survival. The story is an animal classic, very well written with forceful vivid description and packed with fast action. It is almost a 'must' on the shelves of any junior high school library.

Longstreth, T. Morris

Mounty in a Jeep. Macmillan Co., New York, 1958. 158 pp. \$2.75.

Sam Acton, a young Mounty, gets a new assignment in the north just as he is ready to resign the force due to discontent with a headquarters position. In the north he deals with renegades and those who would treat the Indians unfairly. He takes an important part in the activities of the Youth and Police program and eventually is placed in charge of the post. Young boys will be intrigued with this completely readable and fast-moving tale.

The Scarlet Force. Macmillan of Canada, 1953. Illustrated by Ruth M. Collins. 182 pp. \$2.50.

The Scarlet Force, the first of the Great Stories of Canada series, deals with the making of the Mounted Police, during the first twenty-odd years of their existence which started with one of the great marches of history and ended with the orderly conquest of the Yukon.

A readily understandable book, it clearly and accurately portrays the difficulties and dangers the Mounted Police contended with, the relaxations they enjoyed, and their transformation into the world's most colorful and famous police force. Every boy and girl from the upper elementary grades through junior high school will find this a vivid account of a colorful chapter in Canada's history.

Lysenko, Vera

Yellow Boots, Ryerson Press, Toronto, 1954. 314 pp. \$4.50.

Yellow Boots, by the author of Men in Sheepskin Coats, is a striking and vivid story of a young Canadian Ukrainian girl who attempts to free herself from the chains of old country peasant superstition and at the same time retain her cultural

heritage. The yellow boots are the symbol of this heritage. The story of her early life, her flight to Winnipeg, her adoption of the new way of life and her continued search for music to express her fast-disappearing culture, and her eventual success is vividly, poignantly, and imaginatively expressed. The book will provide excellent reading for all junior and senior high school girls.

McCourt, Edward

Revolt in the West. Macmillan of Canada, 1960. Illustrated by Jack Ferguson. 159 pp. \$2.50.

The story of the Riel Rebellion is vividly brought to life in another of the Great Books of Canada series. The central figures in this upheaval are accurately and clearly portrayed, and all are treated without any hint of bias -- Louis Riel, Gabriel Dumont, Big Bear, Poundmaker, Wandering Spirit, and the leaders of the various columns that converged upon Batoche. Historically and geographically accurate, this complete account of the rebellion is clearly presented and will appeal to all in grades VII to IX.

Meador, Stephen W.

Trap Lines North, a True Story of the Canadian Woods. Illustrated. Dodd, Mead & Co., 1936. 268 pp. \$3.75.

Jim Vanderbeck and his brother, Lindsay, take over the main trap lines for the winter when their father is ill. Upon their efforts, pitted against real dangers and hardships, depends the annual catch of fur and the income of the family. Jim feels this responsibility, but he also glories in the adventure of being on his own.

His adventure is complete when he is able to kill the big grey wolf that has been terrorizing the Indians of the district for so long.

Jim Vanderbeck is a real person, and many of the happenings are taken from Jim's diary. Written by a master storyteller, the book accurately presents life on a trap line and will appeal to girls as well as boys. The illustrations should be of particular interest to any young person who likes outdoor life.

Miller, Orlo

Raiders of the Mohawk. Macmillan of Canada, 1960. Illustrated by John MacLellan. 182 pp. \$2.50.

Although this is actually the story of Butler's Rangers in the New England colonies during the reign of George III, the book clearly shows the early relationship that existed between Canada and the American colonies. The events thus lay the groundwork for the history of the two countries and the coming of the

United Empire Loyalists. It clearly portrays the Iroquois Nation and its loyalty to king and crown.

Excellentlly written in a concise fast-moving style, it should satisfy the craving for accounts of war and conquest that boys from the ages of twelve to fifteen manifest.

Monture, Ethel Brant

Famous Indians. Clarke Irwin & Co., 1958. 136 pp. \$2.50.

The great-great-granddaughter of Joseph Brant, Chief of the Mohawks, has written this series of portraits of three famous Indians -- Joseph Brant and his part in Canada's development and settlement, Chief Crowfoot of the Blackfoot Nation and his sagacious control of his warlike people, and Oronhyatekha (Dr. Peter Martin) the graduate in medicine and one of the early founders of the Imperial Order of Foresters in Canada. Very well written, this book is a valuable contribution to the Canadian heritage and will be enjoyed by all readers from the junior high school grades through into the high school.

Mowat, Farley

The Desperate People. Little Brown & Co., 1959. Illustrated by Rosemary Kilbourn. 305 pp. \$5.50.

Farley Mowat writes with sadness and not a little anger about the Ihalmuit Eskimos and their struggle for survival in the land that was once populated with vast herds of cariboo. The harsh environment and the evils that followed the arrival and departure of the fur traders have placed these last few survivors of a people in dire straits. The tragic misunderstanding and the neglect of the white man and his government does not improve matters. Written with authority, for Mowat has spent much time in the land of the Ihalmuit, the book cannot help but arouse the sympathies of the reader. Though slightly difficult reading for pupils in grades seven and eight, it can be profitably read by students in grades IX and up.

Lost in the Barrens. Little Brown & Co., 1956. Illustrated by Chas. Geer. 244 pp. \$3.95.

Jamie, an orphaned city boy, joins his uncle Angus Macnair who is a trapper in the far north. Furs had paid for Jamie's education and now he was 600 miles north of Winnipeg and part of the great north. Jamie and his Cree Indian friend Awasin become separated from a hunting party and are forced to spend a winter virtually lost in the great barrens. Their courage, resourcefulness and endurance in coping with the rigors of a northern winter makes for exciting reading fare. They find that good sense, co-operation, and patience can mean survival. Written

by a master writer and full of the suspense and adventures that teen age boys love, Lost in the Barrens won the Governor General's Award in 1956, the Boys' Club of America Junior Book Award and was included in the Hans Christian Anderson Honour List. One of the best books written on the Canadian scene, it will be immensely popular with all teen-age readers.

Pharis, Robert L.

The Golden Feather. Longmans, Green & Co., 1964. 182 pp. \$4.25.

Ellie Carruthers, age thirteen, and Buck Morris, age fourteen, had no idea that their attempt to swim across the spring swollen St. Mary's river to the Blackfoot side would result in a series of exciting adventure and intrigue. They are captured by two renegade Indians and a white man who are planning to overthrow the ruling chief of the Blackfoot tribe. Taken to Montana for a while, Buck is allowed a little freedom and enjoys many adventures with an Indian boy. The book abounds in adventures which appeal to the young adolescent - horse riding, fishing, Indian lore and danger. Written in an exciting and fast-moving style, the story should appeal to all boys and girls from the ages of twelve to fifteen.

Phelan, Josephine.

The Bold Heart: The Story of Father Lacombe. Illustrated by Gerry Lazare.. Macmillan of Canada, 1956. 182 pp. \$2.50.

Father Lacombe belongs historically to Alberta where so many years of his life were spent. The Bold Heart gives an account of his work among the Indians and white settlers, his mission of Christianity, and his living example of goodness, sacrifice, strength and faith. The material for the book was found in documents dictated by Father Lacombe himself. The language is simple and as homey as the figure about whom it is written. All junior high school students could profitably read this warm account of a truly great man.

Pratt, Viola W.

Famous Doctors. Clarke, Irwin & Co., 1956. 160 pp. \$2.50.

This excellent book in the Canadian Portraits series gives a biographical account of three great Canadian figures in the field of medicine. The lives and works of Osler, Banting and Penfield are interestingly handled and will appeal to all boys and girls from twelve to fifteen. It should be a 'must' on the juvenile book shelves.

Ritchie, C. T.

Runner of the Woods. Illustrated by Wm. Wheeler. Macmillan of Canada, 1963. 160 pp. \$2.50.

This is the story of young Pierre Radisson who at the age of sixteen was captured and adopted by the Mohawks. During the time he lived with them, he learned much that served him well in later years. After his escape, he spent a year in France, and then returned to begin his explorations of the unknown West, and embark on the adventures that were to lead to the founding of the Hudson's Bay Co. Written in almost fictional style, the book should be a great favorite for the younger adolescent.

Shaw, Margaret Mason

Bush Pilots. Illustrated by John Young. Clarke, Irwin & Co., 1962. 178 pp. \$3.75.

Margaret Shaw first wrote about the geologists and prospectors of the north. In this book she writes about those men who made travel to the north possible. Wop May, Punch Dickens, Doc Oakes, and Matt Berry are true explorers for they flew ill-equipped planes into uncharted territory under the most hazardous of conditions. Some of their trips are as full of adventure as one might desire. The book is full of action, thrill and adventure, and being true adds to the interest. It is excellent for the junior high school library.

Sanders, Byrne Hope

Famous Women. Clarke Irwin & Co., 1958. 142 pp. \$3.00.

Another in the Canadian Portrait series, this book is a collective biography of the lives of Emily Carr, Cora Hind, Dr. Augusta Stowe Gullen and Emily Murphy. Each has been a pioneer and specialist in her own field -- painting, agriculture, medicine and law respectively. The author herself is a famous Canadian -- editor of Chatelaine and writer. The book, easily read, is invaluable as a source of reference and inspiration to all young people.

Swayze, Fred

Frontenac and the Iroquois. Illustrated by Huntley Brown. Macmillan of Canada, 1959. 158 pp. \$2.50.

This is a biographical account of the Fighting Governor of New France from 1672 until his death in 1698. It vividly portrays his tireless efforts to conquer the Iroquois nation and to control the settlers in the young colony. His wars with the Iroquois are treated with some detail and illustrated in part. The book would be a valuable addition to the reference library in the junior high school and should be read widely by both boys and girls.

Syme, Ronald

Champlain of the St. Lawrence. Illustrated by William Stubbs.
Morrow, 1954. 189 pp. \$2.50.

This biographical account covers Champlain's life from his boyhood in France to his death in Quebec. The emphasis is placed on his founding of Quebec and his efforts at colonization rather than on his explorations. The style is uncomplicated, and the book can be read at younger levels, yet the tone is mature enough to appeal to boys and girls at the grade IX level.

Tait, George E.

Famous Canadian Stories. Illustrated by Stanley Turner and Rosalind Morley. McClelland and Stewart, 1953. 330 pp. \$2.95.

This is an anthology of Canadian historical figures. It begins with the early races of Canada and follows, more or less chronologically, the early discoveries and explorations. Included are stories about New France, early days in Ontario, the Canadian Northwest, the Pacific coast, the Maritime provinces, and Canadian missionaries. It is simply written and suitable for boys and girls twelve years of age and above. Well-illustrated, it is a valuable addition to the juvenile reference library.

Thorp, Louise Hall

Company of Adventurers. Illustrated by Charles B. Wilson. Little Brown & Co., 1946. 301 pp. \$2.25.

This is the true and exciting story of the pioneers of the Hudson's Bay Co. who ever pushed out into the unknown to seek furs and establish trading posts. It is a historical account of the company and the men who faithfully served it through its 300 year history. Written in a style that will fascinate the young reader, it is very suitable for grades VII to X.

Toye, William

The St. Lawrence. Illustrated by Leo Rampen. Oxford, 1959.
212 pp. \$4.50.

A completely readable account of the history of the St. Lawrence region is presented in this book. It includes not only historic events and people, but also the daily life of its people - their homes, their work, and their play. It contains excellent photographs and reproductions of old prints. Written with an ease of style, it should appeal to grades VII to IX and should prove invaluable as a different approach to the study of history.

Wilson, E.

Minado; A Tale of the Quebec Wilderness. Appleton Century, 1955.
196 pp. \$3.00.

This is the tale of the 'Devil-dog' - the wolverine of the Canadian woods. Given almost human qualities of reasoning, Minado, a male wolverine, attempts to protect his hunting grounds from all encroachers. He drives away an Indian family and then is pitted against a cagey white trapper. The ensuing struggle is an epic of determination and will on the part of both adversaries. The wolverine triumphs in the end. The story is exceptionally well-written and presented in a most fascinating manner which shows the author's authority to write about animals and the outdoors. It should be a favorite with boys and girls from the ages of thirteen to sixteen.

Wood, Kerry

The Great Chief. Maskepetoon: Warrior of the Crees. Illustrated by John A. Hall. Macmillan of Canada, 1960. 160 pp. \$2.50.

This is the story of Maskepetoon, the Cree warrior who led his people in their many battles with the Blackfoot tribe. Guided by a vision in his youth, he gradually became a man of peace and his later efforts were devoted to the keeping of the peace on the Alberta plains. The illustrations add much to the story's interest. Kerry Wood's style brings vitality and authority to the book. It should please all young readers above the age of twelve for it is rich in the historic background of Alberta.

The Mapmaker. Illustrated by Wm. Wheeler. Macmillan of Canada, 1955. 185 pp. \$2.50.

Kerry Wood again portrays vividly a segment of Alberta's past. This is the story of David Thompson who came to Canada as an apprentice to the fur trade. The account takes him to Rocky Mountain House from where he searched for the river that would take him to the Western sea. Told by a masterful storyteller at a rapidly-moving pace, the book will be enjoyed by young teen-aged boys and girls who are interested in the explorations of the great west.

Queen's Cowboy. Illustrated by Joe Rosenthal. Macmillan of Canada, 1960. 157 pp. \$2.50.

This is the story of James MacLeod of the Royal North West Mounted Police from his birth in Scotland to his work with the Mounted Police and his death in 1894. His courageous and

sincere efforts did much to promote the signing of Treaty No. 7 with the Blackfoot nation and to preserve peace during a troubled era. The book is informative, authoritative, and very well written. It can be read by all young teen-agers with interest.

CATEGORY II BOOKS

Annixter, Jane and Paul

Windigo. Holiday House, New York, 1963. 196 pp. \$3.95.

Andy Cameron is left with the responsibility of running the trap line in an area that is supposedly haunted by Windigo, the evil spirit of the woods. When he finds traps that are robbed, he almost believes the tale. How he and his faithful dog Chinook track down the trap robber and uncover the myth of Windigo makes an exciting story that is filled with mystery and suspense. It will appeal because it is written with force and an understanding of wilderness life. Boys and girls in grades VII to IX will enjoy this northern adventure.

Batten, H. Mortimer

Wild and Free. Blackie: London, 1961. 192 pp. \$2.95.

H. Mortimer Batten was game warden over a vast area of Canada, and thus he writes with authority and knowledge about Canadian animals. All young lovers of animal stories will enjoy this comprehensive picture of Canadian wild-life. Mr. and Mrs. Ahmisk, the beavers; the Black Wolf of Flame flower; Magnum the Moose and the loon family are skillfully presented in a manner to appeal to all teen agers.

Barbary, James

Fort in the Forest. Illustrated by William McLaren. Max Parrish, London, 1962. 142 pp. \$3.00.

Two young British ensigns are involved in exciting adventures during the period following the fall of Quebec. Dick Christie and George Paully are captured by Pontiac's Indians, and Dick is eventually adopted into the Huron tribe where he is befriended by Midnight Otter. Both play a part in lifting the siege of Detroit, but not before they are almost killed by the British who mistake them for Indians, and Dick is attacked by the traitorous Jules. Fast-moving action and authentic background make this book suitable for boys aged thirteen to sixteen.

Boyle, Harry J.

Homebrew and Patches. Clarke, Irwin and Co., 1963. 173 pp. \$3.95

The young lad in Mostly in Clover grows up and moves from the farm to the relative sophistication of a small town. This is an autobiographical and humorous account of a young teenager living during the depression years of the Hungry Thirties. Through this account Mr. Boyle demonstrates a tender affection for the boy that was. This tale will appeal to young adolescent boys for it is written with understanding and humor -- and all boys will delight in the young lad's first attempt at smoking, his first shave, and his wistful dreams.

Burnford, Sheila

The Incredible Journey. Illustrated by Carl Burger. Boston: Little Brown, 1961. 145 pp. \$.50 (paperback).

The story of two dogs and a cat who become homesick and trek across two hundred miles of Canadian wilderness to their old home, and their adventures on the trip, makes for top reading. Luath, the young golden Labrador; Tao, the Siamese cat; and Bodger, the old bull terrier act amazingly human in the way they meet the difficulties of their journey. Written with a great deal of insight into human nature, it will best be understood and appreciated by the older boys and girls in the junior high school.

Caswell, Maryanne

Pioneer Girl. Illustrated by Doug Johnson. McGraw-Hill of Canada, 1964. 112 pp. \$3.50.

Maryanne Caswell left Ontario to come west to Saskatchewan with her parents. She promised her grandmother that she would write often. The book contains the letters she wrote to fulfill her promise. They cover the period from 1885-86 and give a detailed and warmly human account of the rigors of pioneer life. The book will appeal to all young teen-aged girls.

Chalmers, J. W.

Red River Adventure. Illustrated by Lewis Parker. Macmillan of Canada, 1956. 158 pp. \$2.50.

This is another book in the Great Stories of Canada series. It gives an account of the Selkirk Settlement and its leader, Lord Selkirk, and the many troubles that plagued their attempts at making the venture a success. Very well written and giving an accurate interpretation of the times, it will prove a valuable addition to a junior high school library.

Chipperfield, Joseph E.

Seokoo of the Black Wind. Illustrated by Giffard Ambler.
Nelson, Foster and Scott, 1961. 144 pp. \$2.50.

Seokoo, the big black wolf of the Arctic has become a legendary hunter and killer, but he hunts alone and has a bitter hatred for the grey timber wolves. Gaston, the trapper, does not believe that Seokoo is pure wolf, and accompanied by his female dog, Laika, sets out to prove his theory. How Seokoo comes to live with the understanding trapper makes this an animal story that will rank beside Call of the Wild. Graphically written in a free flowing style, the book is suitable for boys and girls from thirteen to sixteen.

Collard, Edgar A.

Canadian Yesterdays. Illustrated. Longmans, Green & Co., 1955.
327 pp. \$3.50.

Much of Canada's history is here presented through the people who lived as human beings with all their strengths and weaknesses -- and thus a history that has with it the warmth of human association. The material is drawn from the provincial archives of Quebec and Ontario and various historical societies. The book presents sketches of people and their place in the history of Canada. Very well written and without undue wordiness, the volume deserves a place on the non-fiction shelves of all junior and senior high school libraries.

Crisp, William A.

Trial by Ice. Longmans, Green & Co., 1961. 140 pp. \$3.50.

Sea cadet Rod Howard decided to get a summer's job aboard the schooner Polar Maid. She was due to sail for the northern sea and by berthing with her he could try to clear the mystery surrounding his father's ship "Arctic King" which had been trapped in the ice fields the year before.

Mystery and suspense pervade the swiftly moving events; an attempted murder, a rescue of three airmen from a raft, a fire aboard the schooner, piracy, stowaways, and treachery. How Rod gets to the bottom of the mystery and clears his father's name is a lively story for boys from the ages of thirteen to sixteen. A list of nautical terms with definitions is provided at the beginning.

White Gold in the Cassiar. J. M. Dent & Sons Canada. 1955.
213 pp. \$2.50.

Young Scott Haliburton travels to the remote Cassiar

mountains in British Columbia to visit his father's gold mine. The journey is not without its hazards and adventures. William Crisp writes with authority about this remote area for he spent eight years in the Cassiars in the service of the Hudson's Bay Company. The land and the animals are vividly portrayed, and the pace of the story is swift. Scott's adventures lead him to find asbestos (white gold) in the area. This event provides a climax that will satisfy all boys from the ages of twelve to fifteen.

Dwight, Allan

Guns at Quebec. Macmillan, New York, 1963. 240 pp. \$.79
(Paperback) Acorn Books.

Stephen Eliot, as a young boy, was captured from his Maine home by Indians and sold to a French merchant. Mordan, in Quebec. Treated little better than a slave by the villainous Uzel, Stephen is overjoyed when Quebec falls to Wolfe. His adventures during the winter of 1759-60, the many skirmishes between French and English, and his eventual triumph over his enemy Uzel make exciting and action-packed reading designed to satisfy the most demanding of teen-aged boy readers.

Fry, Alan

The Ranch on the Cariboo. Doubleday & Co., Inc., New York, 1962.
281 pp. \$5.00.

This is a first hand and true account of ranching in the Cariboo country of British Columbia during the 1940's. It starts when Alan Fry was twelve years old and ends with his return from the armed services to be re-united with the girl he marries. Between these events there is the life on the ranch -- driving cattle in the bush, haying, hunting bear, and breaking horses. The characters are many and are typical of the west and so are the animals, the cabins, and the hay fields. Well-written at a rapidly moving pace, it is suitable for older boys and girls from fifteen years on.

Haig-Brown, Roderick L.

Fur and Gold. Illustrated by Paul Duff. Longman's Green, 1962.
130 pp. \$3.00.

James Douglas of the North West Trading Company became a Hudson Bay Company man and advanced in the service to become the leader in the struggle to help the west coast of Canada from falling into American hands. Hostile Indians and the Fraser gold rush were only two of the problems which he faced. To the north the North West Company ruled supreme; but in spite of these difficulties, he succeeded to become the first governor of a new Western province. Very well written and authentic in detail, the book is one every junior high school student should read.

Saltwater Summer. Collins, Toronto, 1948. 256 pp. \$1.50.

Very adept at conveying the fascination of the outdoors, Roderick Haig-Brown brings to young readers this book about the adventures of sixteen-year-old Don Morgan and his friend and partner, Tubby Miller. The two boys take their fishing boat Mallard and attempt commercial fishing to help repay a loan. Poor fishing, insincere companions, a break with Tubby, and a brush with the law plague Don until he finally succeeds in paying his debt. Written in the author's usual fine, fast-moving style, the story offers enough suspense and action to satisfy all boys aged twelve to sixteen.

The Whale People. Illustrated by Mary Weiler. Collins, London. 1962. 184 pp. \$2.95.

This is an enthralling story of the customs and taboos of the West Coast Indians. It is also the story of Atlin and how he grew to manhood, learned to hunt the giant whales as his forefathers did. The author made a special study of the Coast Indians and is well qualified to write about them. This delightfully told story brings with it the ways of a little-known people and should be part of any library for boys and girls from the ages of twelve to fifteen.

Hambleton, Jack

Fire in the Valley. Illustrated by photographs. Longmans Green & Co., 1960. 156 pp. \$3.75.

This fictionalized account of a forest fire is based on an actual fire at Lake Kivinkiuaga in the White River district of Northern Ontario in 1954. A cigarette carelessly thrown away starts the conflagration. Humor and tragedy range side by side throughout the account of the fight to quell the blaze. Authentic facts were furnished by official sources. Vitally concerned with conservation, Hambleton brings a sincerity and urgency to the account which will appeal to, and impress, all teen aged readers.

Temagami Guide. Longmans Green & Co., 1954. 168 pp. \$3.00.

The author of this book combines a love and appreciation for nature with an understanding of teen-age problems to give young readers this story of life in the wilds. Roy, a fifteen-year-old, was brought up by a crippled father and represents the unspoiled youngster who is ambitious, intelligent and handy at all things. Jimmie, son of a wealthy city father is bored, disdainful of authority and not very courteous when his father

pays for his stay at Temagami. However, as might be expected, changes occur in the personalities of both Jim and his father. Though Roy appears to be a trifle 'too good', the fishing, hunting, forest fire, and Indian acquaintances are enough to make this an interesting and effective story for boys of the junior high grades

Harris, Christie

Cariboo Trail. Longmans Green & Co., 1957. 188 pp. \$3.50.

The Hawthorne family leaves Minnesota to join the trek to the Cariboo gold fields. On the trip Malve, age fourteen, meets Ian McGregor. The story relates their trip across the prairie -- the buffalo, the Indians, and the hardships. The account continues with the dangers of the trail over the Rockies, the near starvation they faced, and the treacherous rivers they travelled. Fairly fast-moving and uncomplicated in style, the book will have appeal for both boys and girls from thirteen to sixteen.

Harris, John Norman

Knights of the Air. Illustrated by Norman Harris. Macmillan of Canada, 1958. 156 pp. \$2.50.

This is more than a collective biography of the Canadian air aces of World War I - Barker, Bishop, Collishaw, MacLaren and others. It is a tribute to all those men who flew planes of wood and fabric in the pioneering days of air warfare. Clearly-written and well researched, it will find ready readers among all boys from the age of twelve who clamor for stories of war and the thrill of exciting danger.

Hayes, John F.

Buckskin Colonist. Illustrated by Fred Finley, R.C.A. Copp Clark, 1947. 251 pp. \$3.50.

This is the story of the Red River settlers and their struggle with the North West Company. Ronnie Macmillan and his Ojibwa friend, Kat, stumbled on the Nor' Westers' conspiracy to destroy the settlement. The long struggle and the many captures and escapes the boys went through make for good reading. Many famous figures are brought into the story -- Selkirk, Miles Macdonell, Duncan Cameron, Cuthbert Grant and others. Written by the author of A Land Divided and Bugles in the Hills, this is another book that will find ready readers among both girls and boys from thirteen to sixteen.

Dangerous Cove. Illustrated by Fred Finley, R.C.A. Copp Clark, 1957. 257 pp. \$3.50.

The background of this tale is true, and the historical facts are accurate and based upon the destruction of St. John's by the Devon men. Peter Thistle and his friend, Tom Thorbourn, undertake some daring exploits while attempting to save Treshaven from the Devon Captain, Grobbler. Tom's rescue from the sea by Peter, their capture by the pirates, and their recovery of hidden treasure contribute to the continual suspense and action that is bound to please all young teen-age boys.

Hays, Wilma P.

Drummer Boy for Montcalm. Illustrated by Alan Moyler. Viking, 1959. 191 pp. Illustrated map. \$2.75.

This is a historical tale of a French lad's adventures as a drummer boy for General Montcalm in his defense of Quebec. Loyal and steadfast, Peter dreams of a French victory but betrayal and insurmountable military advantages held by the British turn Peter's dream into a nightmare of defeat. Simply narrated, the story brings the historic events of the times through Peter's thoughts and feelings into the range of understanding of the younger boys of the junior high school grades.

Henty, G. A.

With Wolfe in Canada. Walker and Co., N.Y. and George J. MacLeod, Toronto, 1961. 249 pp. \$3.95.

A combination of adventurous yarn and a wealth of historical detail are found in this book. A young English lad, James Walsham, takes part in the expedition against Fort Duquesne, the battles at Fort William Henry and Fort Ticonderoga, and the scaling of the Heights of Abraham. The action is breathtaking and full of suspense; and though the manner of writing may be too detailed for the strictly modern taste of boys and girls, the story is a fascinating account of a truly important historical period. This book deserves a place on the shelves of a junior high school library.

Hiemstra, Mary

Gully Farm. Illustrated by Stephen Andrews. McLelland and Stewart, 1955. 311 pp. \$4.00.

The Pinder family was one of many who left their homes to emigrate to Canada and found the Barr Colony in what is now Saskatchewan. Mary Hiemstra was just a little girl when her parents began their adventure. This is the account of that adventure against every conceivable adversity a settler may

encounter, a story of the determination and courage of a hardy band of settlers who triumph in the end and build a new life for themselves. It is a pioneering story to be enjoyed by all, but rather difficult for the lower junior high school grades. It would be read profitably by grade IX students. It should prove to be particularly popular with the girls.

Longstreth, T. Morris

The Force Carries On. Illustrated by Clare Bice. Macmillan of Canada, 1954. 182 pp. \$2.50.

This is the sequel to The Scarlet Force and carries the tale of the Mounted Police to the present day, showing the changes that have taken place through the years. The force has traded the horse for the car, jeep, and airplane; but its work, though more complicated, remains basically the same. Well-written in an engaging style, it will be enjoyed by all junior high school students and by the boys in particular.

Showdown. Macmillan of Canada, 1950. 196 pp. \$2.50.

This is one of the few books which combines sports fiction, an interest in life nature study, and a fight for survival all in one exciting package for the teen-age boy. The plane carrying his basketball team-mates on their way to a game in Northern Canada crashes in the wilderness. Nicky, a second-stringer, does not accompany the team but rushes to their rescue and finds that, though some are hurt, none are killed. His experience as a naturalist helps the boys survive until they are rescued. In the interim they all become better friends. The uncluttered style and the rapid-fire action all add up to a story that boys will not want to miss.

MacMillan, Anne

Levko. Longmans Green, 1956. 159 pp. \$2.75.

Levko, a young Ukrainian refugee having just escaped from a D.P. camp in Germany, has trouble adjusting to the free ways of Canadian life in Saskatchewan. He is troubled by feelings of guilt for having left his parents during their bid to escape, and this guilt causes him to behave strangely and have his actions misinterpreted by all but his uncle and his cousins. Suspicion is increased after he helps a prisoner to escape and is observed at the scene just before a large elevator catches on fire. The mystery is cleared up in a fitting climax at the High School graduation. The book is very well written, exciting, and suitable for all boys and girls from twelve to sixteen.

Mountie Patrol. Longmans Green, 1960. 160 pp. \$3.50.

A lively story about Morton Currie's first year with the R.N.W.M.P. in 1887-88. Life at the Regina barracks was hard, but his experience with horse training served him well. The Sheik, his horse, was his pride and joy. With his Indian friend, Little Beaver, he helps to break up a large band of rustlers who cheat both Indians and whites. The writing is interesting and vivid, the background is authentic and there is a girl in the story to make the book one that will be enjoyed by both girls and boys from ages twelve to sixteen.

McCourt, Edward.

Buckskin Brigadier. Illustrated by Vernon Mould. Macmillan of Canada, 1955. 150 pp. \$2.50.

This is the account of the Alberta Field Force led by Major-General Tom Strange from Calgary to Edmonton by land and from Edmonton by water to the battlefields of the Riel Rebellion. It is a graphic and authentic account of the expedition against Big Bear and Wandering Spirit and their rescue of the prisoners of the Frog Lake Massacre and Fort Pitt. The direct and uncomplicated style makes this a book that can be enjoyed by all readers from the age of eleven on.

McPhedran, Marie

Cargoes on the Great Lakes. Illustrated by Dorothy Ivens. Bobbs-Merrill Co., 1952. 226 pp. \$2.95.

The author and her cousin, John Davidson, fourteen, take a trip on a cargo freighter on the Great Lakes. The account is given in the first person and abounds in her observations and those of the young boy enjoying a trip that had been a dream to him. The many and varied cargoes carried by the vessels they meet are traced from the beginning of their journeys to their final destinations. Simply and graphically written, the book is a valuable study of Canadian industries and products. It is readable enough to suit students of Grade V yet interesting enough to appeal to the upper grades of the junior high school. Maps, charts and sketches illustrate details.

Golden North. Macmillan of Canada, 1955. 190 pp. \$2.50.

Rick Thompson, his father, and "Uncle" Jim McDonald go off on a prospecting trip in a 'last chance' effort to strike it rich. Their prospecting seems doomed to failure, and Rick and his Dad return after a summer spent in the heart of the Canadian shield. "Uncle" Jim surprises them when he returns some time

later with the news that their Golden North claim did strike it rich. Although the narrative seems to bog down ever so slightly at times, the lure of gold and the suspense of the search will carry the reader along. The book is suitable for boys of twelve to fifteen years of age.

Montgomery, Lucy Maud

Anne of Avonlea. Ryerson Press, 1909. 367 pp. \$2.50.

This second book of the 'Anne' series begins with Anne as a teacher in the local school and continues until Anne is eighteen years old and gives her promise to Gilbert. It is charmingly written and contains enough romantic adventure in a beautiful setting to be very popular with the older girls.

Anne of Green Gables. Ryerson Press. 299 pp. \$2.50.

This is the well-loved classic of the little orphan girl sent to a Prince Edward Island home in place of a boy. Marilla, the elderly spinster, molded a sensitive, quick-tempered, industrious and appreciative girl into an acceptable school teacher. The story is highly emotional and fast-paced, yet retains a simplicity that is charming. Although by present-day standards some might regard the characterization of Anne as too perfect, and the young teen-aged girls consider the story a bit old-fashioned, the book still deserves a place in any teen age girl's library.

Kilmeny of the Orchard. Ryerson Press, 1910. 256 pp. \$2.50.

Set in the heart of Acadia, this story brings with it all the sweet, simple charm of a country setting. Eric Marshall undertakes to complete his friend's teaching term at Lindsay. While there he meets a mute girl amidst a beautiful orchard setting. The romance that ensues is discouraged at first because of Kilmeny's defect, but a startling climax restores her speech and she agrees to marry Eric. Beautifully-written and full of the countryside where it takes place, the story will have great appeal to all girls from the age of fourteen.

Mowat, Farley.

The Black Joke. Illustrated by D. Johnson. McClelland & Stewart, 1962. 177 pp. \$3.95.

Peter Spence and his cousin, Kye, were taken on as crew members of his father's schooner Black Joke, Simon Barnes, a wealthy and unscrupulous merchant, plans to take the schooner for his own nefarious purpose. The adventures that befall two

lads before they thwart the rum-runner's plans and the Black Joke returns home, makes for exciting reading. The main action takes place near and around the French islands of St. Pierre and Miquelon. Action and suspense are kept at a high pitch as the author of Lost in the Barrens again brings to juvenile boys the best in thrill and adventure.

Owls in the Family. Illustrated by Robert Frankenburg. Little Brown, 1961. 107 pp. \$3.50.

Previously introduced in Mowat's The Dog Who Wouldn't Be, the two horned owls, Wol and Weep, are the subject of this book. The antics of the two birds, their different personalities, and the reaction of Mutt, the dog, are humourously related. With a keen insight into the minds and wishes of all youngsters who have craved for pets, Mowat gives us a book that will delight boys and girls from the ages of twelve to sixteen, though the book can be profitably read by all ages.

Pinkerton, Kathrene

Adventure North. Illustrated by Stephen J. Voorhees. Harcourt Brace, N.Y., 1940. 268 pp. \$4.00.

The Jackman family decide to take up fur trapping and move to Northern Ontario. Ann, fourteen, and Philip, eleven, are thrilled by the exciting novelty of building a log cabin, making furniture, observing the habits of the animals, and learning the language and customs of the Ojibwa. For a time trouble seems to develop between the Jackmans and the Indians but Ann's friendship with Wen-dah-ban and her prompt action in rescuing him solves the problems. The author writes about the wilderness with authority, and there is enough action to keep even the more demanding young reader satisfied. This book should be relished by all young teen-aged girls.

Fox Island. Illustrated by I. B. Hazelton. Harcourt, Brace & World, 1942. 195 pp. \$3.50.

This is the sequel to Adventure North. The Jackson family live in a cabin at the head of Far Lake in Northern Ontario. To establish a fur farm they must trap the wild ones, tame them, and thus establish breeding stock for the farm. Ann has the thrill of finding a pair of extremely rare silver foxes and thus establishes her own line. A fur thief, a chase, and the Mounted Police, are other events highlighting the adventures of Ann and Philip. The author has given us another story of family life that should appeal to all young teen-aged girls.

Roxborough, Henry

Great Days in Canadian Sport. Ryerson Press, 1957. 222 pp. \$3.95.

This is a highly interesting account of some of the achievements of Canadians in the sports field. That some of the achievements are in the fields of sculling, marathon racing, and lacrosse make it the more interesting. From the sporting spirit of '67 through to the most recent Canadian accomplishments, the author gives us a picture of achievement that is inspirational. The book should prove to be a favorite with the sports-minded of all ages.

Sharp, Edith Lambert

Nkwala. Illustrated by William Winter, R.C.A. Little Brown & Co., 1958. 121 pp. \$3.75.

The story of Nkwala is the story of the Salish Indians of the province of British Columbia. In it Nkwala attempts to become a man and is plagued by the same thoughts and difficulties of growing up that plague every boy. The author is well equipped to write Indian legends because she lives in a region rich in Indian history. Powerfully written and fast moving, the book will delight boys from twelve to fourteen.

Shaw, Margaret Mason

Geologists and Prospectors. Clarke Irwin & Co., 1958. 186 pp. \$3.00.

This is a collective biography of the four most famous geologists and prospectors in Canadian annals -- Dr. J. B. Tyrrel, Dr. Charles Camsell, Julian Cross, and Gilbert La Bine. It is also an account of the survey of vast areas of Canada, the development of Steep Rock Lake iron-mine, and the story of uranium. Well-written and interestingly presented, the book will appeal to all boys from the ages of thirteen to sixteen and is a valuable addition to the reference shelves of a junior high school library.

Stephen, Pamela

Winged Canoes at Nootka. Illustrated by Annora Brown. J. M. Dent & Sons, 1955. 227 pp. \$2.95.

This is a collection of twenty-four stories dealing with the exploration and settlement of British Columbia. Each story is presented with life and interest and appears to be carefully researched. Together they offer a pathway of romance and adventure into the history of Canada's western province, and may be read in whole or in part. It is suitable for all young readers and even the young adults will find it captivating.

Swayze, Fred

Tonty of the Iron Hand. Ryerson Press, 1957. 194 pp. \$3.50.

This is a fictionalized account of the friendship between Henry Tonty and the explorer La Salle. It includes an account of the building of the Griffon, savage Indian warfare, and the creation of the Iroquois confederacy. Tonty's devotion to La Salle's mission is a story worth remembering, and boys and girls will enjoy the adventures that take them from Quebec to the Mississippi. It is suitable for grade levels seven to twelve.

Syme, Ronald

On Foot to the Arctic. Illustrated by William Stobbs. Wm. Morrow, 1959. 187 pp. \$3.75.

This is the story of Samuel Hearne and an account of his trip to the Arctic during 1770-71. Travelling over 2000 miles on foot, he reaches the Coppermine River and returns to Prince of Wales Fort. His gentle nature, his courage, and perseverance make him one of the most inspiring of historical figures. Written with authority, sympathy, understanding and a deep respect for Hearne, this volume brings to all readers an inspirational account of a great explorer. The book is especially suitable for junior high school students.

Thomas, Lowell, Jr.

The Trail of '98, ed. by Lowell Thomas Jr. Duell, Sloan and Pearce, N.Y., 1962. 190 pp. \$3.00.

This is an anthology of the gold rush to the Klondike in '98. The contributors are Jack London, Robert Service, William Ogilvie, T. A. Rickard, and Rex Beach. The spirit, color, and romance of those adventurous days is brilliantly captured through prose and verse. A mixture of fact and fiction, the anthology brings to life the fever of the gold rush and will be enjoyed by the young adolescent as well as the adult.

Wood, Kerry

Wild Winter. Illustrated by Victor Mays. Macmillan of Canada, 1962. 175 pp. \$3.00.

Callon, at the age of sixteen is determined to become a writer and remains at the cabin when his mother returns to Willowdale. This is his opportunity for independence, but his struggle for survival is a harrowing experience which brings him to the brink of starvation and death from illness. His determination is an inspiration to all boys and girls, and it is most satisfying that he eventually triumphs. Written as only Kerry Wood can write it, and with a wealth of detail that leads one to believe that the story is autobiographical, the book should be a favorite among boys from thirteen to sixteen.

Young, Scott

Boy on Defense. Illustrated by James Ponter. Little Brown & Co., 1953. 246 pp. \$2.50.

This is a sequel to Young's Scrubs on Skates. Bill Spunska, a new Canadian of Polish descent, begins to play hockey almost before he can skate. New to the country and new to the sport he adapts readily, he is accepted by his team mates and in the process grows up. That he leads Northwest High School to the league championship is almost incidental. Fast moving as the game itself, and written by one who knows hockey well, the book should be a favorite with boys from twelve to sixteen.

Scrubs on Skates. Illustrated by James Ponter. McClelland and Stewart, 1952. 218 pp. \$2.50.

Pete Gordon is disappointed when he has to leave Daniel Mac School and enroll in the new Northwest High School. However, he soon adjusts and is as eager to play hockey for his new school as he once was to play for Daniel Mac. Team companionship, typical boyish humor, and plenty of hockey keeps the story moving at a rapid pace to the thrilling climax when Pete scores a goal to defeat his old school. Well qualified to write about hockey, Scott Young brings to the story all the excitement and suspense that is found in the game. The book should be well read by both boys and girls from twelve to sixteen.

APPENDIX D

BOOK LIST ARRANGED ALPHABETICALLY ACCORDING TO TITLE

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Abitibi Adventure	J. Hambleton	Toronto: Longmans 1950
Adventures of Canadian Painting, The	R. S. Lambert	Toronto: McClelland & Stewart 1947
Adventures from the Bay	C. Wilson	Toronto: Macmillan 1962
Adventure North	K. Pinkerton	New York: Harcourt, Brace and Co. 1940
Airborne from Edmonton	E. L. Myles	Toronto: Ryerson Press 1959
Algonquin Adventure	R. J. Cooke	Toronto: Ryerson Press 1958
Along Olympic Road	F. Hewitt	Toronto: Ryerson Press 1951
Anne of Green Gables	L. M. Montgomery	Toronto: Ryerson Press 1908
Anne of Avonlea	L. M. Montgomery	Toronto: Ryerson Press 1909
Anne of the Island	L. M. Montgomery	Toronto: Ryerson Press 1915
Arctic Assignment	F. S. Farrar	Toronto: Macmillan Canada 1955
Battle for the Rock	J. Schull	Toronto: Macmillan Canada 1960
Bay of the North	R. Syme	Toronto: George J. MacLeod 1950
Behind the Palisades	G. S. McTavish	Sidney, B.C., Gray's Publishing House 1962
Bells on Finland Street	L. Cook	Toronto: Macmillan of Canada 1950
Between the Red and the Rockies	G. MacEwan	Toronto: University of Toronto Press 1952
Black Bass Rock	M. MacDonald	Toronto: Macmillan of Canada 1952
Blackfoot Crossing	N. Sluman	Toronto: Ryerson Press 1962
Black Joke, The	F. Mowat	Toronto: McClelland and Stewart 1962
Black Totem	E. Bell	Toronto: Ryerson Press 1960
Blind Date	J. Windsor	Sidney, B.C.: Gray's Publishing House 1962
Bold Heart, The	J. Phelan	Toronto: Macmillan Canada 1956
Book of Grey Owl, A	A. S. Belaney (Grey Owl)	Toronto: Macmillan 1938
Boy and Five Huskies	R. Guillot	Toronto: Ryerson Press 1957
Boy on Defense	S. Young	Boston: Little Brown & Co. 1953
Boy Who Ran Away	J. Phelan	Toronto: Macmillan Canada 1954
Brown Paws and Green Thumbs	C. Pearson	Toronto: Clarke Irwin 1961
Buckskin Brigadier	E. McCourt	Toronto: Macmillan Canada 1955
Buckskin Colonist	J. F. Hays	Toronto: Copp Clark 1947
Bugles in the Hills	J. F. Hays	Toronto: Copp Clark, Co. 1955
Bush Pilots	H. M. Shaw	Toronto: Clarke Irwin & Co. 1962
Calgary Challengers, The	T. M. Longstreth	Toronto: Macmillan 1962
Call of the Wild, The	J. London	New York: Macmillan Co. 1963
Canada and Her Story	M. G. Bonner	New York: Knopf 1942
Canadians of Long Ago	K. E. Kidd	Toronto: Longmans Green & Co. 1951
Canadian Story, The	M. McNeer	New York: Ariel Books 1958
Canadian Yesterdays	E. A. Collard	Toronto: Longmans Green & Co. 1955

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Canal Boy	M. Green	Toronto: Macmillan Can. 1959
Captain of the Discovery	R. Haig-Brown	Toronto: Macmillan Can. 1956
Captured by the Mohawks	S. North	Boston: Houghton Mifflin 1960
Cariboo Trail	C. Harris	Toronto: Longmans Green 1957
Cargoes on the Great Lakes	M. McPhedran	Toronto: Macmillan Can. 1952
Champlain of the St. Lawrence	R. Syme	Toronto: George J. MacLeod 1954
Champlain, Northwest Voyageur	L. H. Tharp	Boston: Little Brown & Co. 1944
Chuckwagon of the Circle B.	V. Fidler	Toronto: Macmillan Can. 1957
Company of Adventurers	L. H. Tharp	Boston: Little Brown & Co. 1946
Dangerous Cove, The	J. F. Hayes	Toronto: Copp Clark 1957
Desperate People, The	F. Mowat	Boston: Little Brown & Co. 1959
Dog Who Wouldn't Be, The	F. Mowat	Boston: Little Brown & Co. 1957
Doukhobor Daze	H. O'Neail	Sidney, B.C.: Gray's Publishing Can. 1962
Driftwood Valley	T. M. Stanwell- Fletcher	Boston: Little Brown & Co. 1946
Drummer Boy for Montcalm	W.P. Hays	Toronto: Viking Press 1959
Eskimo, The	S. Bleeker	N.Y.: Morrow 1959
Famous Canadian Stories	G. E. Tait	Toronto: McClelland & Stewart 1953
Famous Doctors	V. W. Pratt	Toronto: Clarke Irwin 1956
Famous Indians	E. B. Monture	Toronto: Clarke Irwin 1958
Famous Musicians	L. G. McCready	Toronto: Clarke Irwin 1957
Famous Women	R. H. Sanders	Toronto: Clarke Irwin 1958
Far Pastures	R. M. Patterson	Sidney, B.C.: Gray's Publishing Canada 1963
Farther North	K. Pinkerton	New York: Harcourt Brace 1944
Farthest Shores, The	R. Haig-Brown	Toronto: Longmans Canada 1960
Fighting Le Moynes, The	F. Swayze	Toronto: Ryerson Press 1958
Fire in the Valley	J. Hambleton	Toronto: Longmans Green 1960
Flight Into Danger	A. Hailey	New York: Chilton Co. Book Division 1962
Force Carries On, The	T. M. Longstreth	Toronto: Macmillan Can. 1954
Forgotten Canadians	H. F. Wood	Toronto: Longmans Canada 1963
Fort in the Forest, The	J. Barbary	London: Max Parrish 1962
Fox Island	K. Pinkerton	New York: Harcourt Brace & World 1942
Franklin of the Arctic	R. S. Lambert	Toronto: McClelland & Stewart Ltd. 1956
Fraser, The	B. Hutchison	Toronto: Clarke Irwin 1950
Friendly Force, The	D. Spettigue	Toronto: Longmans Canada 1956
Frontenac and the Iroquois	F. Swayze	Toronto: Macmillan Can. 1959
Fur and Gold	R. Haig-Brown	Toronto: Macmillan Can. 1962
Fur Brigade, The	D. Reynolds	New York: Funk & Wagnalls 1953
Fur Trader	R. D. Ferguson	Toronto: Macmillan 1961
Geologists and Prospectors	M. M. Shaw	Toronto: Clarke Irwin 1958
Glooskap's Country	C. Macmillan	New York: Oxford Press 1955
Golden Dog, The	W. Kirby	Toronto: Macmillan 1931
Golden Feather	R. L. Pharis	Toronto: Longmans Green 1964
Golden North	M. McPhedran	Toronto: Macmillan Can. 1955
Golden Trail, The	P. Berton	Toronto: Macmillan Can. 1954
Grizzlies in the Back Yard	B. Day	New York: Jullian Messner 1957 (also Copp Clark, Canada.)

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Great Chief, The	K. Wood	Toronto: Macmillan Can. 1960
Great Days in Canadian Sport	H. Roxborough	Toronto: Ryerson Press 1957
Gully Farm	M. Hiemstra	Toronto: McClelland & Stewart 1955
Guns at Quebec	A. Dwight	N.Y.: Macmillan Co. 1963
Hockey Night in Canada	F. Hewitt	Toronto: Ryerson Press 1953
Homebrew and Patches	H. J. Boyle	Toronto: Clarke Irwin 1963
Hudson of the Bay	R. Syme	London: Hodder & Stoughton 1955
Ian of the Red River	R. Guttormsson	Toronto: Ryerson Press 1959
Incredible Journey, The	S. Burnford	Boston: Little Brown 1961
Indians of Canada	D. Jenness	Ottawa: Queen's Printer 1958
Indian Speaks, The	M. Barbeau	Caldwell, Idaho: Caxton 1943
Jake and the Kid	W. O. Mitchell	Toronto: Macmillan Can. 1961
Jalna	M. De La Roche	Toronto: Macmillan Can. 1923
John Black of Kildonan	O. Knox	Toronto: Ryerson Press 1958
Ken Watson on Curling	K. Watson	Toronto: Copp Clark 1950
Kilmeny of the Orchard	L. M. Montgomery	Toronto: Ryerson Press 1910
Knights of the Air	J. N. Harris	Toronto: Macmillan 1958
Kristli's Trees	B. M. Dunham	Toronto: McClelland & Stewart 1948
Land Divided, A	J. F. Hayes	Toronto: Copp Clark Co. 1951
Land and People of Canada, The	F. A. Ross	Philadelphia: Lippincott 1954
Last of the Curlews	F. Bodsworth	New York: Dodd-Mead 1955
Let's Play Hockey	L. Patrick & L. Monahan	Toronto: Macmillan Can. 1957
Levko	A. MacMillan	Toronto: Longmans Green 1956
Link Between the Oceans	L. H. Neatby	Toronto: Longmans Can. 1960
Little Magic Fiddler	L. Cook	Toronto: Macmillan Can. 1951
Loon Feather, The	I. Fuller	New York: Harcourt Brace and World 1940
Lost in the Barrens	F. Mowat	Boston: Little Brown Co. 1956
MacKenzie, The	L. Roberts	New York: Rinehart 1949
Man Hunters, The	N. Swayze	Toronto: Clarke-Irwin 1960
Mapmaker, The	K. Wood	Toronto: Macmillan Can. 1955
Maria Chapdelaine	L. Hemon	Toronto: Macmillan Can. 1921
Minado, A Tale of the Quebec Wilderness	B. Wilson	New York: Appleton Century 1955
Mink, Mary and Me	C. Ferguson	Toronto: G. J. McLeod 1946
Mission Among the Buffalo	J. E. Nix	Toronto: Ryerson Press 1960
Mocassin and Cross	S. Eaton	Toronto: Copp Clark 1959
Morgan's Mountain	A. Mayse	Toronto: G. J. McLeod 1962
Mostly in Clover	H. Boyle	Toronto: Clarke Irwin 1961
Mounty in a Jeep	T. Morris	
Mountie Patrol	Longstreth	New York: Macmillan 1958
Mrs. Mike	A. MacMillan	Toronto: Longmans Green 1960
Muskoka Holiday	B. Freedom	New York: Coward-McCann 1947
Mutiny in the Bay	J. Boyle	Toronto: Macmillan Can. 1953
My Other Islands	R. S. Lambert	Toronto: Macmillan Can. 1958
My Uncle Joe	E. Richardson	Toronto: Ryerson Press 1960
Nkwala	J. McNamee	Toronto: Macmillan 1963
Northern Exposure	E. L. Sharp	Boston: Little Brown & Co. 1958
	C. Harris	Toronto: Thos. Nelson & Sons 1963

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Northern Trail Adventure	W. Lathrop	New York: Random House 1944
North to Adventure	J. T. Rowland	Toronto: G. J. McLeod 1963
Nor'Westers, The	N. W. Campbell	Toronto: Macmillan Can. 1954
Nuwat the Brave	R. Doone	Philadelphia: Macrae-Smith Co. 1935
Oak Island Mystery	R. V. Harris	Toronto: Ryerson Press 1958
Oil Trails in Headless Valley	J. Holliday	Toronto: Longmans 1954
On Foot to the Arctic	R. Syme	New York: Wm. Morrow 1959
Owls in the Family	F. Mowat	Boston: Little Brown 1961
Panther	R. Haig-Brown	London: Collins 1946
Parliament of Canada, The	G. Hambleton	Toronto: Ryerson Press 1961
Peddler's Crew	K. Pinkerton	New York: Harcourt, Brace & Co. 1954
Pegeen and the Pilgrim	L. Cook	Toronto: Macmillan 1957
People of the Deer	F. Mowat	Boston: Little Brown 1952 (also McClelland & Stewart)
Pilgrims of the Wild	A. S. Belaney (Grey Owl)	Toronto: Macmillan 1935
Pioneer Girl	M. Caswell	Toronto: McGraw Hill Can. 1964
Pioneers in Agriculture	E. Waterson	Toronto: Clarke Irwin 1957
Queen's Cowboy	K. Wood	Toronto: Macmillan Can. 1960
Quebec, Historic Seaport	M. de la Roche	New York: Doubleday 1944
Quebec, Portrait of a Province	B. Davies	London: Heinemann 1951 Toronto:
Quest in the Cariboo	J. F. Hayes	Toronto: Copp Clark Co. 1960
Raiders of the Mohawk	O. Miller	Toronto: Macmillan Can. 1960
Ranch on the Cariboo	A. Fry	New York: Doubleday & Co. 1962
Ranger, Sea Dog of the Royal Mounted	C. S. Strong	Philadelphia: John C. Winston Co. 1948
Rebel on the Trail	L. Cook	Toronto: Macmillan 1953
Rebels Ride at Night	J. F. Hayes	Toronto: Copp Clark Co. 1953
Redcoat Sailor	R. S. Lambert	Toronto: Macmillan Can. 1956
Red River Adventure	J. W. Chalmers	Toronto: Macmillan Can. 1956
Red River Runs North	V. Kelsey	New York: Harper Bros. 1958
Return of Silver Chief, The	J. O'Brien	Philadelphia: Winston 1943
Revolt in the West	E. McCourt	Toronto: Macmillan Can. 1960
River of Canada	T. Bredin	Toronto: Longmans 1962
River of the Wolves	S. Meader	New York: Harcourt Brace 1948
Road to Kip's Cove	L. Cook	Toronto: Macmillan 1961
Rocket Richard	A. O'Brien	Toronto: Ryerson Press 1961
Romance of the Canadian Canoe, The	J. M. Gibbon	Toronto: Ryerson Press 1951
Royal Canadian Mounted Police	R. I. Neuberger	New York: Random House 1953
Runner of the Woods	C. T. Ritchie	Toronto: Macmillan 1963
Sajo and Her Beaver People	A. S. Belaney (Grey Owl)	Toronto: Macmillan 1958
Salt Water Men, The	J. Schull	Toronto: Macmillan 1957
Salt Water Summer	R. L. Haig-Brown	Toronto: Collins 1948
Samantha's Secret Room	L. Cook	Toronto: Macmillan 1963
Saskatchewan, The	M. E. Campbell	New York: Rinehart 1950
Scarlet Force, The	T. M. Longstreth	Toronto: Macmillan Can. 1953
Scrubs on Skates	S. Young	Toronto: McClelland & Stewart 1952

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Sea Hunters	S. Bleeker	Toronto: G. J. McLeod 1951
Seokee of the Black Wind	J. E. Chipperfield	New York: Nelson Foster and Scott 1961
Separate Person, A	E. Holland	Toronto: Macmillan 1962
Shadows on the Rock	W. Cather	New York: Knopf 1931
Showdown	T. M. Longstreth	Toronto: Macmillan Can. 1950
Silver Chief, Dog of the North	J. O'Brien	Philadelphia: Winston 1933
Silver Chief to the Rescue	J. O'Brien	Philadelphia: Winston 1937
Silver Chief's Big Game Trail	A. G. Miller	New York: Holt, Rinehart & Winston 1961
Silver Chief's Revenge	J. O'Brien	Philadelphia: Winston 1954
Silver Strain, The	K. Pinkerton	New York: Harcourt, Brace 1946
Sketco, The Raven	R. Ayre	Toronto: Macmillan 1961
Smuggler's Cove	M. MacDonald	Toronto: Macmillan 1955
Snow Dog	J. Kjelgaard	New York: Holiday House 1948
Sol Labonte	P. L. Martin	Toronto: Macmillan 1957
Son of the Mohawks	C. A. M. Edwards	Toronto: Ryerson Press 1954
Spitzee Anota	D. R. King	Toronto: Longmans 1957
Starbuck Valley Winter	R. L. Haig-Brown	London: Collins 1963
Steer North	K. Pinkerton	New York: Harcourt Brace 1962
St. Lawrence, The	W. Toye	New York: Oxford Press 1959
St. Lawrence Seaway	G. I. Judson	Chicago: Follett 1959
Stone Cottage Mystery, The	J. Boyle	Toronto: Macmillan 1961
Strange One, The	F. Bodsworth	New York: Dodd-Mead 1959
Story of Canada, The	D. Creighton	Toronto: Macmillan 1950
Sukanabi	D. R. King	Toronto: Longmans Green 1955
Summer in Ville-Marie	P. Daveluy	New York: Holt Rinehart & Wilson 1962
Sun Horse, The	C. A. Clark	Toronto: Macmillan 1951
Sunshine Sketches of a Little Town	S. B. Leacock	Toronto: McClelland & Stewart 1960
Sword of the Wilderness	E. Coatsworth	New York: Macmillan 1956
Tales of the Sea	A. MacMechan	Toronto: McClelland & Stewart 1947
Tales the Totems Tell	H. Weatherby	Toronto: Macmillan 1944
Tecumseh: Destiny's Warrior	D. C. Cooke	Toronto: McGraw Hill Can. 1959
Temagami Guide	J. Hambleton	Toronto: Longmans Green 1954
These are the Maritimes	W. R. Bird	Toronto: Ryerson Press 1959
Tomorrow Island	K. Pinkerton	New York: Harcourt Brace 1960
Tonty of the Iron Hand	F. Swayze	Toronto: Ryerson Press 1957
Traders North	W. McArthur	London: Collins 1951
Trail of the Broken Snow, The	M. Govan	Don Mills, Ont.: J. M. Dent and Sons 1956
Trail of the Red Canoe	M. Goven	Don Mills, Ont.: J. M. Dent and Sons 1954
Trailmaker	R. S. Lambert	Toronto: McClelland & Stewart 1957
Trail of '98	L. Thomas Jr.	New York: Duell, Sloan and Pearce 1962
Trap Lines North	S. W. Meader	New York: Dodd Mead & Co. 1936
Treason at York	J. F. Hayes	Toronto: Copp Clark 1960

<u>Title</u>	<u>Author</u>	<u>Publisher and Date</u>
Treasure in the Rock	H. Fash	Toronto: Longmans Can. 1960
Trial by Ice	W. G. Crisp	Toronto: Longmans Green 1961
True North, The	T. C. Fairley & C. Israel	Toronto: Macmillan 1957
Turn East, Turn West	L. Creighton	Toronto: McClelland & Stewart 1954
We Chased a Rainbow	H. Reynolds	New York: Funk & Wagnalls 1957
Whale People, The	R. L. Haig-Brown	London: Collins 1962
White Fang	J. London	New York: Macmillan (first pub.) 1906
White Gold in the Cassiar	W. G. Crisp	Don Mills, Ont.: J. M. Dent and Sons 1955
Wild and Free	H. M. Batten	London: Blackie 1961
Wild Winter	K. Wood	Toronto: Macmillan 1962
Wild Trek	J. Kjelgaard	New York: Holiday House 1950
Windigo	A. & P. Annixter	New York: Holiday House 1963
Winged Canoes at Nootka	P. Stephen	Don Mills, Ont.: J. M. Dent 1955
Wings Over Labrador	J. Hambleton	Toronto: Longmans Green 1957
With Hearts Courageous	E. Kenton	New York: Liveright 1961
With Wolfe in Canada	G. A. Henty	Toronto: George J. MacLeod 1961
Wolf King, The	J. W. Lippincott	Philadelphia: Lippincott 1949
Wolverine	J. Hambleton	Toronto: Longmans Green 1954
Yellow Boots	V. Lysenko	Toronto: Ryerson Press 1954
Yellow Briar, The	P. Slater	Toronto: Macmillan 1941
Young Mac of Fort Vancouver	M. J. Carr	New York: Thomas Y. Crowell Co. 1940
Young Surveyor, The	O. Knox	Toronto: Ryerson Press 1956
Younger Brother	G. P. Ringwood	Toronto: Longman Green 1959

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